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ABSTRACT

The Technical Assistance Base (TAB) of the National Diffusion Network (NDN) maintains a central agency and five regional service units across the United States. This report encompasses the project's activities in the first six months of its second year within NDN. At the time, TAB staff had just completed a transition from serving as brokers of regionalized technical assistance to serving as programmers of services. The six-month profile reviews the organization's assessment of needs; programming, including consultations, workshops, meetings, presentations, and resource materials; resource bank; and regional office activities. (Author/WD)

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NDN TAB

Technical Assistance Base of the National Diffusion Network

ED202077

EA 013 346

TAB:
A SIX MONTH PROFILE

CENTRAL SERVICE UNIT
Capla Associates, Inc.
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TAB: A SIX MONTH PROFILE

October, 1978 - March, 1979

Prepared For: U.S. Office of Education
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Prepared By: Mary Ann Lachat
Marilyn Musumeci

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PREFACE

This progress report provides an overview of TAB during a six month period -- October, 1978 - March, 1979 -- which represents the first half of TAB's second year in the NDN. During this time period many changes took place in TAB as we looked back to assess what we had learned, and looked ahead to future issues. What was most important about the changes, however, was that they were influenced by the people TAB had been created to serve -- by the SFs and D/Ds who participated in TAB-sponsored workshops, sharing sessions, forums, and planning meetings. These highly participatory activities reflect what TAB is -- how it works and what it does. The purpose of this report, then, is to provide the U.S. Office of Education as well as members of the NDN with a profile of TAB through a description of its activities over the six month time frame. The report is divided into two sections. The first section provides a glimpse of how TAB operates as an integrated, national technical assistance project for the NDN. The second section presents Regional Summary Reports which provide a sense of the major thrusts and accomplishments which characterize TAB's individual service units.

Mary Ann Lachat, Ed.D.
Project Director

INTRODUCTION

The first half of TAB's second year in the NDN saw a transition in the Project as it continued to evolve in its role as a support base for the National Diffusion Network. On a global level, the changes were reflective of the complex nature of the NDN itself as a delivery system concurrently concerned with dissemination, staff development, organizational change, and improved student performance. On a client level, TAB mirrored needs created by the expanding tasks of D/Ds and SFs. Finally, changes in the Project were also indicative of several areas of concern to TAB staff in the Regional Service Units (RSUs) and the Central Service Unit (CSU). These concerns included:

- the need to provide a framework within TAB which would draw upon the expertise and experience of D/Ds and SFs as a basis for directing the growth of the NDN from within

  --facilitating information sharing among NDN members and between the field and USOE related to policy/procedures/products in critical areas of concern

  --providing coordinated mechanisms for examining specific NDN concerns in the areas of evaluation, computer technology, telecommunications, and public relations/marketing

- the need to collaborate with other Dissemination/Technical Assistance units and resource systems to bring a broader range of services to the NDN and minimize duplication of efforts

- the need to facilitate the identification, timely distribution, and actual use of materials/information that would be helpful to D/Ds and SFs in their multiple tasks as change agents

- the need for stronger internal planning/communication processes among TAB's RSUs and the CSU in order to interrelate individual client needs/priorities, regional needs/priorities, national needs/priorities

TAB's response to the variety of needs and concerns occurred on both organizational and programmatic levels.

Organizationally, TAB has operated as a system consisting of a central agency and five regional agencies that work in concert with one another. Internal project activities over the six month period included a series of intensive planning/sharing meetings involving RSU and CSU staff to strengthen communication and program integration across the system. Thus, the systems orientation of the Project was reinforced in recognition of TAB's commitment to combine the efficiency of centralized coordination and administration with the benefits of responsive regional services.

In terms of service delivery, a significant feature of TAB during the six month transitional period was a shift in RSU functions from brokers of technical assistance to programmers of services. This shift away from pure brokering was illustrated by the development of workshops, products, and ongoing technical assistance programs which were targeted to such areas as evaluation, leadership, and public relations/marketing. In addition, regional conferences and forums were sponsored to allow NDN members to discuss common concerns and priorities. Efforts were also initiated to explore collaborative possibilities with other agencies such as ROEPs, RXs and regional labs.

Thus, the six month funding period laid the foundation for TAB's transition from a regionalized technical assistance brokerage to a capacity building support base for the NDN. What guided the transition was TAB's strong commitment to the principles which have shaped the NDN since

its inception - open communication, responsiveness, and cooperative sharing among peers. This commitment is evidenced by the extensive level of client involvement which occurred in the TAB sponsored activities described in this report.

NEEDS ASSESSMENT

Needs assessment with clients continued to be a central element in developing regional technical assistance programs over the six month period. For experienced D/Ds and SFs, the assessment process represented a follow-up cycle to last year's activities. For new clients, the assessment process provided an initial framework for determining their greatest needs for support as they entered the NDN. The assessment instrument was based upon TAB's "Taxonomy of Training and Technical Assistance Skills".[1]

Through the use of this Taxonomy, client needs were clustered according to six skill areas: *Communication, Public Relations/Marketing, Evaluation, Problem Solving/Diagnosis, Management/Planning, and Resource Acquisition/Utilization.*

As indicated by RSU logs, all D/Ds and SFs in the NDN were involved in needs assessment activities -- 52 (25%) through onsite visits; 42 (21%) through telephone assessment; and 110 (54%) through questionnaire distribution and telephone follow-up.

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[1] TAB's Needs Assessment Taxonomy has been redesigned as a Dissemination Task Analysis Framework which will be used with clients in the future as a basis for planning technical assistance programs. The new framework was developed by Dennis Collins of RSU I, Marilyn Musumeci of the CSU, and Ellen Meier of RSU II.

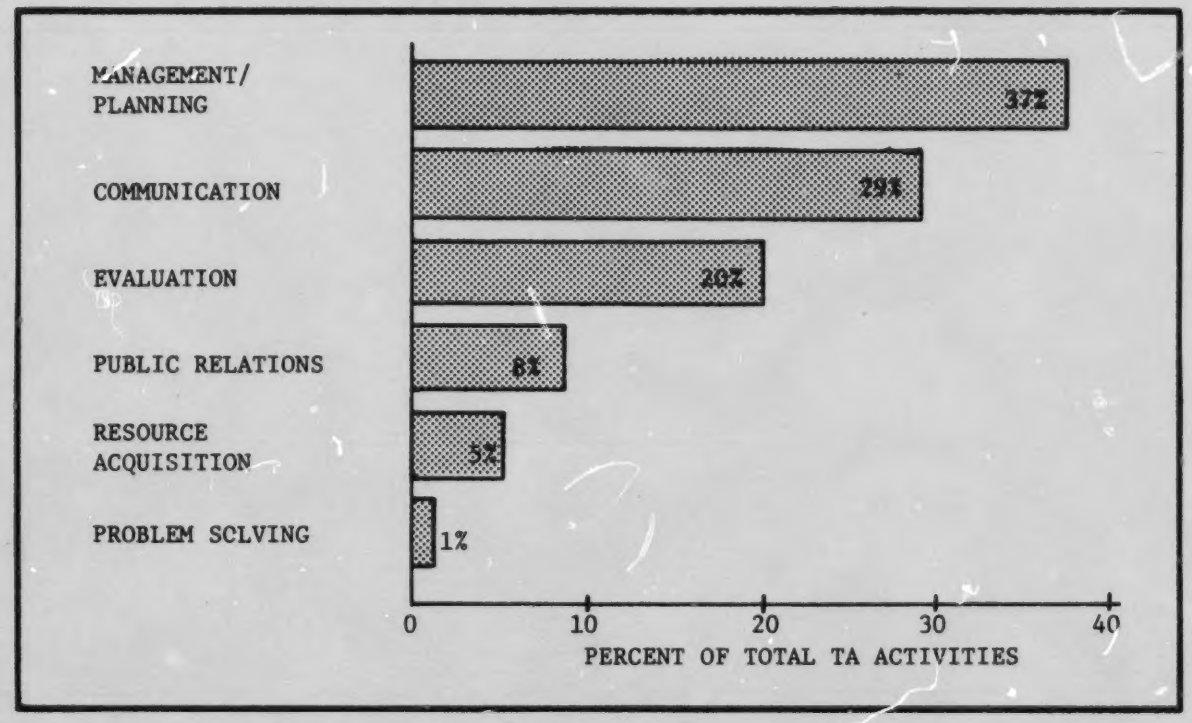
The types of needs which emerged from the activities cut across all major skill clusters. But requests for technical assistance were particularly evident in areas of:

Management/Planning:
- *Developing a general project approach to tasks
- *Setting priorities and allocating staff time
- *Establishing filing and record keeping procedures

Communication:
- *Preparing program materials and oral presentations
- *Organizing and implementing training programs
- *Establishing and maintaining communication with NDN participants and clients

Evaluation:
- *Developing an evaluation design
- *Monitoring adoptions
- *Documenting program diffusion strategies

The chart below displays a percentage breakdown of the types of needs which generated direct technical assistance encounters during the six month period.



In addition to these skill-related needs, clients also indicated a need for general information sharing and support. As will be noted in subsequent sections, TAB responded to these needs by sponsoring a number of sharing sessions/meetings, preparing monthly calendars of events, and by providing clients with both logistical and substantive information on a continual basis.

PROGRAMMING

TAB's programming services over the six month period were guided by a combination of the system's capabilities and the expressed preferences and learning styles of clients. The services included:

1. CONSULTATIONS: Focused technical assistance encounters involving direct consultation were arranged for individual projects. These occurred through site visits, telephone discussion and/or the provision of written material/products.

2. WORKSHOPS/CONFERENCES/PRESENTATIONS: Technical assistance/work sessions focusing upon targeted issues or needs were sponsored for various project groupings.

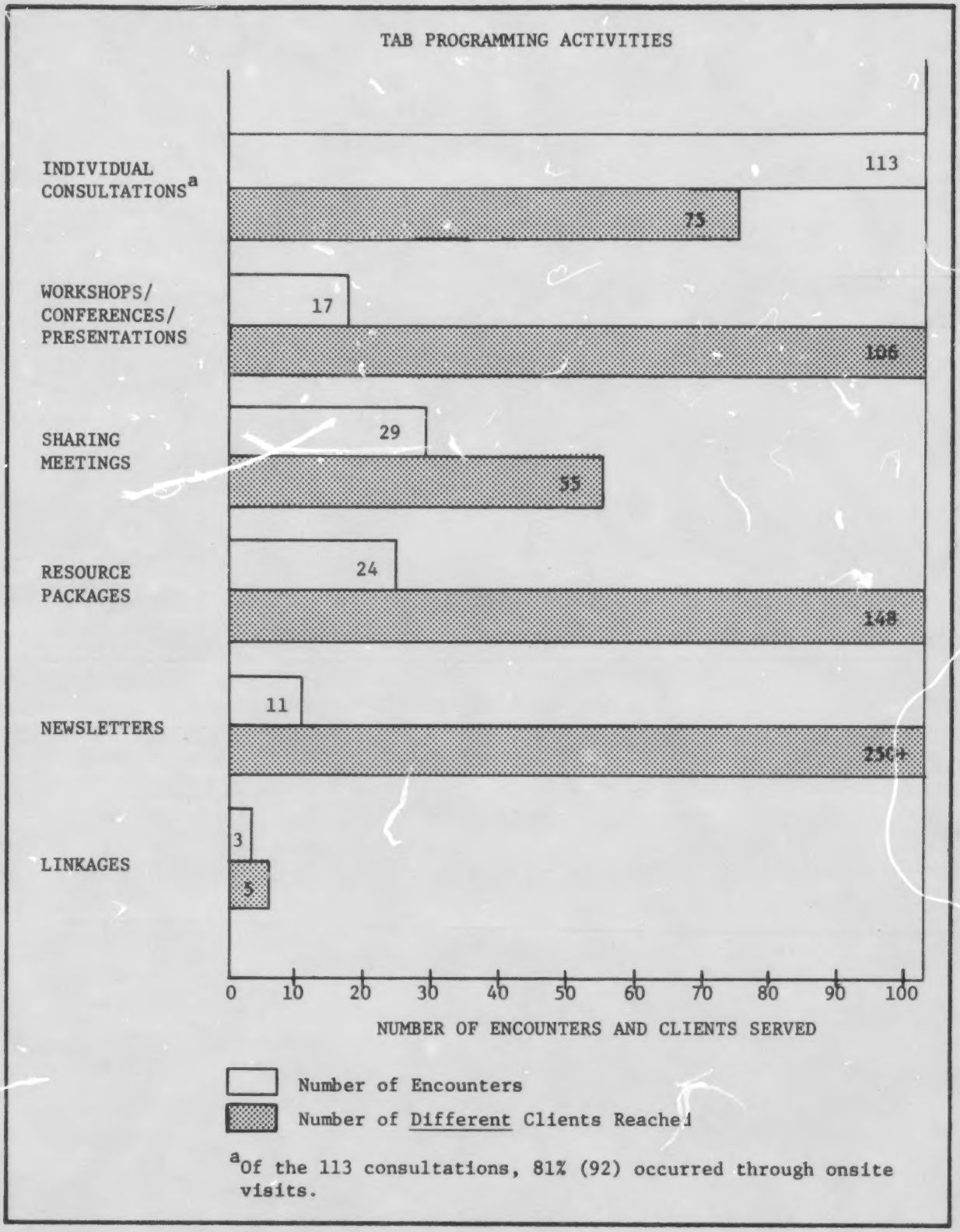
3. SHARING MEETINGS: Group sessions were convened for the primary purpose of information sharing related to specific topic areas.

4. RESOURCE PACKAGES: Materials were prepared for general dissemination. These included workshop packets, resource listings, manuals, sample forms and procedures, excerpts from books, articles, etc.

5. NEWSLETTERS/CALENDARS: Information releases were prepared to inform clients of key events and dates.

In addition to these services, TAB also performed a linking function by arranging for clients to attend activities sponsored by other agencies.

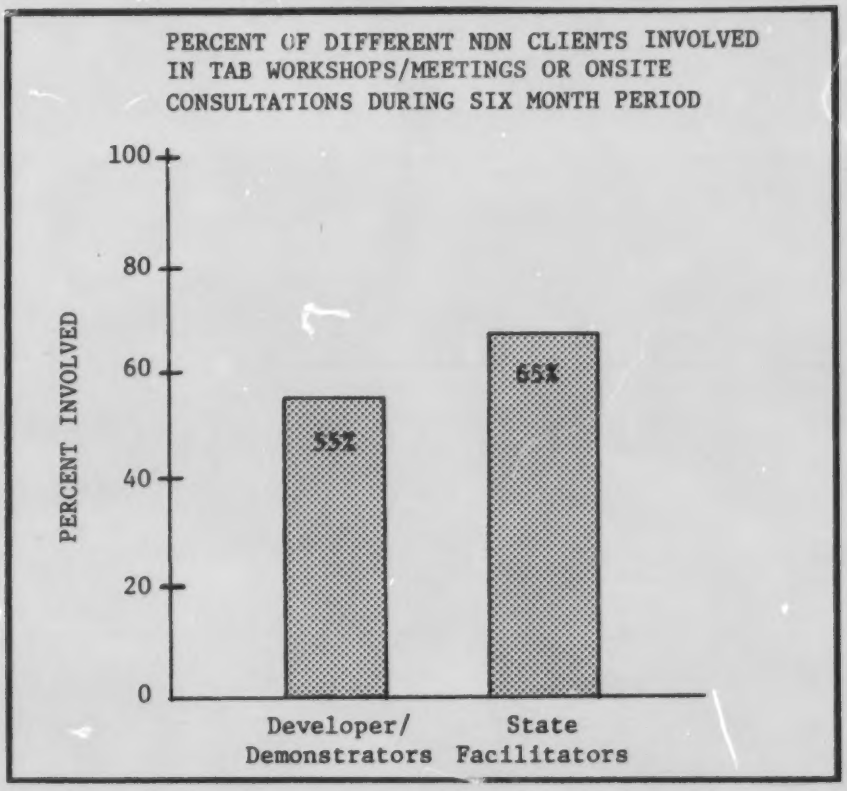
During the six month period, TAB logs indicated that 197 different technical assistance encounters occurred through the various modes described above. Moreover, there were hundreds of phone/letter information exchanges between TAB and the client system. All TAB primary clients as well as 75 individuals representing USOE, SEAs, Regional Dissemination Agencies, and LEAs were reached through these service modes. The chart on the next page indicates both the number of encounters arranged and the number of different clients (primary and secondary) for each service delivery mode.



[a]Of the 113 consultations, 81% (92) occurred through onsite visits.

The chart is revealing in two respects. First, TAB continues to generate a highly personalized service. Eighty (80) percent, i.e., 159 of all encounters, have involved individual consultations, workshops, or sharing meetings--a finding which is consistent with last year's results. Second, TAB no longer relies exclusively upon a brokerage/consultation mode to deliver services. Last year, over 90 percent of TAB's personalized modes of service involved individual project consultations and only 10 percent workshops/meetings. This year, however, TAB has started to shift to more highly proactive workshops and group sessions to meet priority needs--over the six month period, 30 percent of the personalized encounters occurred through workshops or meetings.

It is significant to note as displayed below, that the combinations of personalized encounters actively involved 60% (120) of all primary NDN clients (55% of the D/Ds and 65% of the SFs) in technical assistance services.



CONSULTATIONS

In arranging focused technical assistance encounters between clients and consultants, TAB relied heavily upon site visits. During the six month period, of the total 113 consultations, 92 were on-site visits; telephone conferences and written material/product preparation accounted for the remaining 21 consultations.

Consultations involved 69 different NDN members and touched upon several need areas. The most frequent encounters, however, were arranged for Communication, Management/Planning, and Evaluation. In order to provide a flavor of TAB in the field, three examples of TAB consultations in these areas are provided on the next page. Information on these encounters was obtained from site reports which were completed by both clients and consultants during the sessions.

Client Satisfaction with Consultations

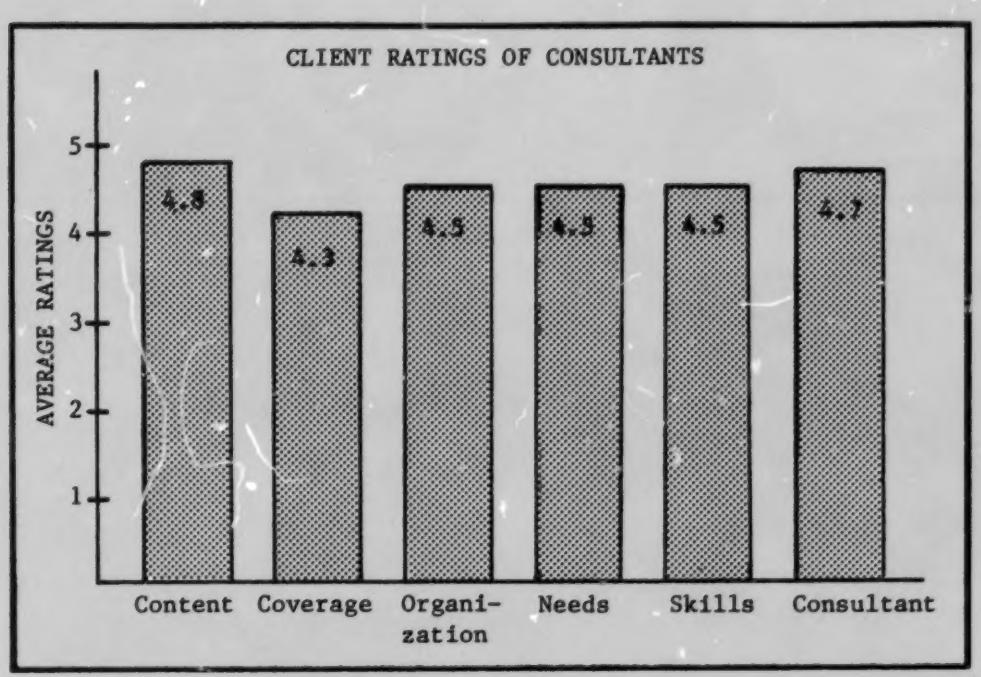
To determine client reactions to each technical assistance consultation, TAB distributed a short evaluation form which asked clients to rate various aspects of the encounter along a five point Likert-type (5 = "high"; 1 = "low") scale. The specific items of interest were:

- Appropriateness of Content
- Thoroughness of Coverage
- Organization
- Effectiveness in Meeting Needs
- Effectiveness in Providing Skills
- Consultant Effectiveness

ONSITE CONSULTATION EXAMPLES

NEED AREA:	Communication	Management Planning	Evaluation/Documentation
SPECIFIC PURPOSE:	The session was arranged to assist the client (an experienced Developer/Demonstrator) in revising the text and appearance of a first level awareness brochure.	This onsite visit was arranged to assist a new D/D in developing plans/guidelines related to several aspects of the diffusion process: 1. allocating staff time/resources effectively; 2. designing appropriate training strategies; 3. selecting, negotiating with, and assessing potential adopters.	This consultation was arranged to provide an experienced State Facilitator with assistance in determining the status of adoptions in the state.
DESCRIPTION OF ENCOUNTER:	The consultant and client met on three separate occasions to facilitate the completion of this technical assistance task. During the initial session the consultant was provided with an overview of the project, and copies of relevant program materials. Based upon the project information, the consultant prepared an outline of material to be included in the brochure for project review and input. In subsequent meetings the project staff and consultant worked together to develop final copy based upon the initial outline. The consultant then contacted a graphic artist to design a layout for the approved copy.	During the two-day meeting, the consultant provided a detailed outline of the diffusion process from awareness to follow-up. Emphasis was placed on training design considerations and decision rules for selecting potential adopter sites and for allocating resources. As an outcome of the session, 1. a process for designing training presentations was developed; 2. recommendations for gathering needs assessment information were given; 3. an awareness selection strategy was developed; and 4. procedures for revising training and implementation were specified. The consultant also helped the client develop plans for reducing the number of adopter sites with which the project would be involved.	The client and consultant reviewed the SF program including the existing evaluation design and the types of information which had previously been gathered. The consultant then discussed ways in which information could be managed effectively and then used to construct profiles of adopting sites according to level of participation, type of participant, extent of SF and D/D involvement, etc.
FOLLOW-UP:	Working through the RSU, the consultant agreed to provide follow-up services by meeting with the graphic artist and printer as necessary to ensure completion of the task as planned.	While no special follow-up activities were cited, the consultant indicated that the client would undoubtedly need TAB's assistance as plans were operationalized.	As a follow-up to this session, the consultant agreed to provide the client with an instrument to monitor adoption sites.

The findings, based on a 71% return, are shown below and indicate that TAB-sponsored consultations were indeed well received.



The high ratings were supported by such open-ended comments as:

"I appreciated the consultant's resourcefulness...thank you for arranging such an excellent consultant for us"

"Good match--our needs with consultant's expertise"

"Very useful session, it saved my spending a month of reading to find out how to do this"

"The tremendous variety of valid courses of action which the consultant was able to suggest were most helpful. We explored the problems thoroughly...the consultant also expanded my knowledge of the other activities which could be affected by the course of action we selected"

"We appreciated the consultant's knowledge and ability to remain on task".

WORKSHOPS/MEETINGS/PRESENTATIONS

TAB interactions with clients revealed common needs in certain skill areas, and led to several workshops and information sharing sessions. In addition, contacts with other dissemination technical assistance agencies in the regions led to several meetings that established a basis for future collaboration which would minimize duplication of effort, and enhance TAB services for NDN members. Brief descriptions of the various types of sessions are found below and on the following pages.

General Dissemination/Diffusion Sessions

SEA Title IV-C Directors-RSU I: Region I sponsored a series of workshops for the Massachusetts State Department of Education, Title IV-C. These sessions were designed to provide insights into the realities of conducting diffusion activities for the various personnel associated with Title IV-C projects. The following summarizes each of these sessions:

* In October, a one-day Dissemination/Diffusion Workshop was held for the Directors of twelve of the Title IV-C projects. Emphasis during this session was directed toward the transition of developmental project activities into systematic diffusion strategies.

* A second workshop held for the same audience as above focused upon the development of audio-visual, curriculum, and promotional products. This workshop was conducted by members of the Communication and Product Development Division from the NETWORK of Andover, Massachusetts.

* The final workshop was targeted to reach the Directors of second year projects and program staff. The goal of this session was to provide relatively inexperienced personnel with an overview of the tasks involved in preparing an exemplary project for effective diffusion. Also presented was an overview of the Federal initiative with an emphasis on the NDN and the role of TAB.

ECOS Satellite Meeting - RSU I: This meeting between RSU I and ECOS staff was held for the purpose of exploring setting up demonstration/satellite sites by using the ECOS project as a model.

New Hampshire Responsive Education Dissemination Advisory Council Meeting-RSU I: This December meeting between the New Hampshire Responsive Education Advisory Council and Region I explored issues regarding the diffusion of Follow Through Projects and focused upon the activities of the Lebanon Follow Through.

Presentation for the Illinois SEA - RSU II: RSU II was requested by the Illinois SEA to sponsor a presentation at their two-day conference for D/Ds in September. The presentation was aimed at familiarizing the participating D/Ds with basic dissemination techniques, particularly the preparation and packaging of their materials.

Evaluation Sessions

Portsmouth, New Hampshire Meeting - RSU I: A session related to evaluation issues was convened in late November which involved the Northern Section of Region I clients. Six D/Ds and five SFs were present at this meeting to exchange information related to exploring Title I TACs and their potential use in the NDN context. This interagency meeting also involved USOE Region I and RMC-TAC personnel to discuss evaluation issues from the Federal perspective.

King of Prussia, Pennsylvania Meeting - RSU I: A second meeting related to the above mentioned issues was also sponsored by Region I for its Southern Section clients. Seven D/Ds and four SFs attended this two-day session which involved USOE Region III office personnel.

Evaluation Cadre Team Meeting - RSU I: An interregional meeting was held in late February at LaGuardia Airport to explore ways to further involve TAB in evaluation. Participating in the meeting were representatives of TAC-New Hampshire, RSUs I and II, COPE, Magi (a private consulting firm), and the CSU.

Levels of Use Training Workshop - RSU I: A "Levels of Use" Training workshop was sponsored for Region I clients in December. The two-day session was presented by Gene Hall to six Region I SFs and one D/D, and focused on the Hall model for determining adopter implementation.

Evaluation Workshop - RSU II: Eighteen RSU II SFs and D/Ds and three clients from other regions attended an RSU II sponsored Evaluation Workshop held on March 8. The session presented an overview of evaluation issues, examined specific evaluation strategies, and provided participants with an opportunity to discuss evaluation concerns and share project plans and documents.

Evaluation Cadre Meeting - RSU II: RSU II staff and several regional evaluation consultants met in mid-March to review evaluation approaches appropriate to the NDN as well as alternative strategies for organizing TAB technical assistance in this area.

JDRP Process Workshop - RSU IV: Region IV presented two sessions on the JDRP Process during the Texas State Facilitator Awareness Conference held in February. The purpose of the sessions was to acquaint participants with the procedures that school districts must undertake in submitting programs to the JDRP for review and subsequent approval as exemplary programs. Most of the 45 workshop participants were local school district, Texas Education Agency, and U.S. Office of Education personnel. The publication, "Getting It All Together...the JDRP Process" developed by RSU IV, provided participants with a step-by-step guide to the JDRP process. (The publication is currently going through final review by DER before printing and general dissemination throughout NDN/TAB.)

Evaluation Workshop - RSU V: In late March, Region V conducted a two-day workshop for SFs related to evaluation issues. Ten Region V SFs attended the session which was devoted to identifying information needs and policy issues regarding evaluation, in order to provide the SFs with subsequent evaluation strategies for their states. A presentation on the Federal evaluation perspective was made by a representative from DER, and regional evaluation consultants presented sessions related to evaluation techniques for SFs. A workshop packet was also handed out to participating SFs which contained examples of evaluation material used by various SF projects in the NDN. This packet was also disseminated to other TAB RSUs for use throughout the system.

JDRP/Adult Education Projects Workshop - RSU V: At the request of DER a workshop on the JDRP Process was conducted in March in Region V for three California Adult Education programs. The one-day workshop reviewed steps necessary for submission. Recommendations were made to project directors for further data collection to strengthen their chances for future submission.

Leadership/Management Sessions

Leadership Workshop - The Intruder Model - RSU I: Region I sponsored two large group workshops for the Massachusetts Department of Education Regional Facilitators on Leadership strategies. Both of these sessions utilized the Intruder Model of Leadership which emphasizes strategies to gain entry into local districts for purposes of program dissemination.

- The first of these sessions was held in mid-October for the Southeast Regional Facilitators and was a one-day session dealing with the process of educational change.

- The second workshop was conducted in early November for the Northeast Region. In addition to the entry-level leadership strategies of the Intruder Model, this two-day session also dealt with management analysis and utilized simulation games in its approach.

Leadership Strategies Workshop - RSU II: In early March, RSU II sponsored the first in a series of Leadership Workshops designed to meet the organizational/management needs of D/Ds and SFs. The day and a half session focused on a variety of organizational development issues including: terminology and vocabulary associated with leadership; perspectives and patterns of behavior in organizations; and structures, instruments, and models for diagnosing organizational behavior. Twenty-two SFs, D/Ds and Follow Throughs attended the session, including several clients from other regions.

Public Relations Session

Publicity Workshop - RSU V: A two-day workshop conducted by a public relations firm, the Orsborn Group, was held for Region V clients in November. The workshop covered a wide range of public relations techniques-from how to write a press release to how to get your project featured in the local media. A workshop packet was prepared which included such TAB products as: "Help is on the Way" and "Tips on Awareness Presentations", in addition to sample news releases. Fourteen SFs and D/Ds attended the session.

Resource Acquisition Conference

Southeastern State Facilitator - Developer/Demonstrator Project Conference-RSU III: For Region III SFs and D/Ds, a two-day conference was convened in Atlanta, Georgia in early December. The intent of this collaborative, interagency conference was to provide SFs, D/Ds and various agencies and institutions designated as regional resources, an opportunity to exchange experiences, concerns, successes and professional techniques. Present at the conference were 17 D/Ds, SFs, and Follow Through clients. Presenters represented a variety of agencies and institutions. Among these were USOE/DER, the HEW Atlanta Dissemination Office, the Southeastern R&D Consortium, Appalachia Educational Lab, Syracuse University Teachers Center, and the Appalachian Educational Satellite Program.

Rural Concerns Sessions

Rural Concerns Pre-Planning Session - RSU II: RSU II sponsored a January meeting in preparation for the February NDN Conference Rural Concerns Workshop. The Minnesota and Michigan SFs met with the Texas SF for the purpose of planning their workshop presentation.

Rural Concerns Follow-Up Meeting - RSU II: A group of various agencies were brought together in late March for a one-day interregional meeting as a follow-up to the Rural Concerns Workshop held at the February NDN Conference. The meeting was for the purpose of exchanging information, exploring issues and planning strategies. Participants were RSU II, six Region II SFs and one D/D, plus SFs from Regions IV and V, the Wisconsin SEA, an ERIC Clearinghouse representative, and an NDN Liaison person.

Computer Concerns Session

Computer Capabilities Meeting - RSU II: Region II held an exploration and planning meeting in late October related to computer capabilities and NDN project needs. Those in attendance were RSU II staff, the Illinois, Michigan and Missouri SFs, and a representative of the computer industry.

Orientation/Awareness Sessions

Orientation Workshop - RSU V: In December, RSU V sponsored a two-day workshop for the four newly funded SFs in the region. The workshop focused upon planning and management issues and was facilitated through presentations made by several experienced SFs and D/Ds. Also involved in consulting aspects of the workshop were representatives of the ED Materials/Support Center. A workshop packet was distributed during the session and included materials related to establishing management plans and facilitating group processes.

Follow Through Meeting - RSU II: For the purpose of discussing Network issues in relation to TAB services, a meeting of 40 people from the Kansas City Sponsor Follow Through Projects was held in Lawrence, Kansas in late September. Also in attendance at this meeting were USOE representatives.

In several instances DER requested that TAB make presentations to various audiences to familiarize them with the NDN. These included:

Gifted and Talented Presentation - RSU II: In order to inform new program groups of NDN program needs and opportunities, RSU II made a presentation in September to a group of Gifted and Talented Project Directors in Colorado. During the session, the purpose of JDRP was explained along with the roles of SFs and D/Ds within the NDN.

Association of Teacher Educators Presentation - RSU II: A similar presentation by RSU II was made at the Assocation of Teacher Educators Conference in Orlando, Florida in February.

Gifted and Talented Presentation: The CSU arranged for a D/D representative to attend a Gifted and Talented Project meeting in Atlanta, Georgia in September. At this meeting, the experienced D/D made a presentation to the participants regarding the NDN. The non-NDN members were made aware of the goals and functions of the NDN.

Planning/Collaboration Meetings With Other Agencies

Regional Planning - RSU I: RSU I staff, five New England SFs and dissemination representatives from six states within the region met in December to explore roles and functions within the region in relationship to dissemination.

ROEP - RSU I Collaboration: The purpose of this February meeting was to coordinate general ROEP activities related to an evaluation conference for SEA personnel. It also involved preliminary planning for a Dissemination Forum. Also discussed were long-term Title I conference plans and developing an orientation approach for "Sharing Business Success" (SBS).

ROEP - RSU I Collaboration: The RSU I Director, SFs and all Title IV-C Coordinators in New England met in Bedford, New Hampshire during February at the invitation of the New England ROEP Commissioner to discuss effects of upcoming new Title IV-C regulations. Also present at the meeting were the members of the ROEP Dissemination Unit.

RSU I and New Hampshire SEA Collaboration: In February, the RSU I Director met with the New Hampshire SEA Chief of Administration to update him on the progress of the SBS initiative in New England. The Chief of Administration works actively with all business managers of LEAs in the State.

RSU I and ASBO Collaboration: RSU I's Director met with the president of the New Hampshire ASBO in February to update him on the progress of the "Sharing Business Success" initiative in New England.

New Hampshire Title IV-C Policy Meeting - RSU I: A regional meeting was held in January between the RSU I Director, and New Hampshire Title IV-C personnel to discuss issues raised by the new Title IV-C regulations and how they might affect NDN personnel.

RSU III and Appalachia Educational Laboratory Collaboration - The RSU III Director and a representative of AEL met to discuss the Lab's workshop plans and a TAB-AEL cooperative, interagency relationship. This was followed by interagency collaboration during the AEL October 30 Conference for the purpose of exploring and planning regional networking activities. Participating in this meeting with Region III were the following agency representatives: 1) four representatives from AEL, including the President of the Board of Directors and the Dissemination Specialist; 2) a representative from the Appalachian Educational Satellite Project; 3) the Kentucky SEA Superintendent; and 4) the Tennessee SEA Assistant Commissioner for Research and Planning.

RSU III and Appalachian Educational Satellite Project Collaboration: A regional collaboration meeting was held between the Director of RSU III and the Director of the Appalachian Educational Satellite Project to explore the establishment of TAB-AESP relationships and to cooperatively plan the utilization of the AESP with specified D/Ds within the NDN.

RSU III and Appalachian Satellite Project Meeting: A two-day AESP follow-up meeting was convened in January to discuss the feasibility of planning a telecommunications system for the NDN. Those attending with RSU III were the TAB Project Director, the North Carolina, Maryland, and Tennessee SFs, a D/D, and a representative of RMC Research Corporation.

HEW Philadelphia Office and RSU III Meeting: The RSU III Director met with a representative of the Philadelphia Office of HEW to exchange information related to the JDRP process. The discussion focused on the evaluation components of projects going before JDRP.

TAB RSU III and OE Collaboration: In November, an exploratory meeting was held between Region III and representatives from DER and the ROEP Office. The meeting focused on the interfacing of dissemination activities between TAB and OE.

RSU V and USOE Region IX Meeting: A meeting was held between Region V's Director and the USOE - Region IX Commissioner in December. This session was scheduled to explore and plan TAB involvement in the dissemination efforts of USOE Region IX.

RDx Advisory Committee Meeting - RSU V: In December, 1978, a collaborative meeting was held in Portland, Oregon between Region V's Director and a representative of Northwest Regional Laboratory to explore the planning of TAB activities with RDxs. Also participating in this meeting were the Colorado and Washington SFs and a representative of Oregon Higher Education.

RESOURCE MATERIALS

Over the six month period, TAB also responded to the need to make material resources available to SFs and D/Ds which would help them perform their jobs more effectively. A variety of information resources were either prepared or obtained for distribution to clients. These are described below.

Resource Packets

Leadership Strategies Workshop Packet - Region II's leadership workshop packet included diagnostic instruments developed by Hersey, Blanchard and Hambleton (Center for Leadership Studies of Ohio University) which D/Ds and SFs used to assess their leadership styles. The instruments included:

1) The Maturity Scale - Self-Rating Form and Manager Rating Form

2) The Lead Self-Instrument - Self-Perception of Leadership Effectiveness

3) The Lead Other Instrument - Others' Perceptions of a Particular Leader's Effectiveness

The packet also included material which reviewed a variety of theories and models associated with the concept of Leadership. These included Maslow's Hierarchy of Psychological Needs, and McGregor's Theory X and Y Styles of Behavior.

Packet of NDN Materials - Region IV prepared a packet of NDN Materials for several clients which included the NDN filmstrip, copies of "Educational Programs That Work", and assorted informational resources.

Public Relations Workshop Packet - RSU V conducted a Public Relations Workshop for all D/Ds in November. For the workshop they prepared a packet of materials which contained copies of the following resources:

1) "RRS Meetings Exchange"
2) "How to Plan a Successful Slide Presentation by William Skumurski, Jr.

3) "Tips on Awareness Presentations", prepared by TAB-RSU V

4) "Help Is On The Way" by Stanley Whitehead (TAB-RSU V publication)

5) Sample News Releases prepared by the Orsborn Group (Consultants for the workshop)

6) A list of Professional Journals which could be used as publicity vehicles

Newly Funded SFs Workshop Packet - Region V also prepared a packet of resources for their Newly Funded SF Workshop. These materials included:

1) "The Group Process - Facilitator Model" by Janice Druian

2) "Establishing a Management Plan" - A Planning Module for the Kansas Educator Dissemination Diffusion System

3) "Organizational Diagnosis-Six Places to Look for Trouble", by Marion R. Weisbond

4) "Goal Setting and Self-Improvement"- A personal inventory

5) Needs Assessment Materials

Evaluation Workshop Packet - The workshop materials handed out by Region V to their SFs at a two-day Evaluation Workshop included the following items:

1) "An Excerpt from: A Review of the Adoption/Adaption Process in New Hampshire: Six Case Studies", prepared by Kappa Systems, Inc. for New Hampshire Facilitator Center and Title IV-C Office, New Hampshire.

2) The Michigan Facilitator Project Impact Evaluation Process for NDN.

3) "An Evaluation of the Implementation of a Program of Adaptive Education at the Second Grade (1972-73)" by Gaea Leinhardt, Learning Research and Development Center, University of Pittsburgh.

4) "Resources for the Evaluation of an NDN State Facilitator", prepared by Bonnie Tenenbaum with advice from Thel Kocher and Glen Belden.

5) New York State Facilitator Project Sample Evaluation Instruments.

6) "On the Risk of Appraising Non-Events in Program Evaluation" by W.W. Charters, Jr., Center for Advanced Study in the Behavioral Sciences and John E. Jones, Center for Educational Researcher, November 1973.

7) "SF Activities and Approaches to Assessing Them"by Peter Treadway, RMC Research Corp.

8) "The Degree of Implementation as a Critical Variable in Program Evaluation",Robert J. Hess and David R. Buckodt, CEMREL, Inc.

9) The Hawaii State Facilitator Evaluation Plan.

Grant Related Income Materials - Region II prepared a packet of materials for several clients on managing grant income as it relates to proposal rules and regulations.

Information Resources

Idea Book - Several clients in Regions II, IV and V were sent the Idea Book which provides guidelines and tips for preparing evaluation plans and their subsequent presentation to JDRP.

Replication Review Process - This Minnesota Model which facilitates the application review process was developed through Region II efforts and mailed to the Illinois SF.

Management of Organizational Behavior - The Hersey and Blanchard publication dealing with management theory as it relates to human behavior within organizations was sent to a Region II SF.

LEA Project Selection Manual - Prepared by Charles Achilles for Region III, this paper deals with activities and procedures to utilize in selecting programs for NDN consideration.

Southeastern State Facilitator - Developer/Demonstrator Resource Document- A reporting document was prepared by Michael J. Borovicka and Peter Treadway for Region III following their "Atlanta Conference" for SFs and D/Ds. Following the Conference it was sent to RSU III and all Southeastern SFs and D/Ds to provide a basis for reaction and planning.

JDRP Process Workbook - A guidebook which provides an explicit, step-by-step process for assisting school districts wishing to submit locally developed educational programs to JDRP was developed by RSU IV Director Dr. Ann Bennett and Dr. Fred Fifer, a Region IV consultant. The guidebook was used as a workshop manual with SFs in the region and will be disseminated throughout the TAB system during the next funding cycle.

Adult Basic Education and the JDRP Process - This paper, in draft form, was sent to the USOE Division of Adult Education and the California SEA Division of Adult Education by Region V.

Diffusion Simulation Games - This resource was donated by Far West Laboratory Regional Service Programs to TAB-RSU V for use with TAB clients. Copies were loaned out to several clients in the region.

A Guide for the Development and Use of Title IV-C Materials and Products, Regulations for Submitting ESEA Title I Regular and Migrant Educators Projects to JDRP and Validation Process Resource Reporting were distributed to the Colorado SF by RSU V.

Help is on the way - The TAB Region V publication "Help is on the way" was distributed to many D/Ds and Follow-Throughs in the region. This manual helps the user to prepare graphic communication materials, giving some basic rules-of-thumb as well as methods for developing a first-level awareness brochure.

How to Plan a Successful Slide Presentation - Region V distributed this William J. Skumurski Jr. article to ten D/Ds and three SFs in their region. The article provides planning, production, and presentation advice to the user in developing an awareness audiovisual.

Research Within Reach - RSU V mailed this publication to all SFs in their region. This resource is based on the concerns of reading educators and is an interpretive report of research findings for practitioners.

Charts and Lists

Certified Trainers List - A list of trainers certified by Region I D/Ds and SFs was prepared and distributed to all Region I clients.

Levels of Use Chart - A chart based upon the Gene Hall Model for determining the level of use of innovations was mailed by Region II to several clients.

Resource List of Keynote Speakers - As a result of client requests for names of individuals who have expertise relative to various educational topics, Region IV developed a list of Keynote Speakers. The list was sent to five SFs within the region.

Chart of Turnkey Trainer Sites - This resource was developed by Region V for distribution to all regional D/Ds and SFs.

NEWSLETTERS AND CALENDARS

In addition to sharing meetings and resource material, TAB responded to client need for better information exchange mechanisms by publishing bi-monthly regional newsletters and/or calendars of events. These publications provided the following types of information to clients:

a) dissemination activities being conducted by NDN members in the region;

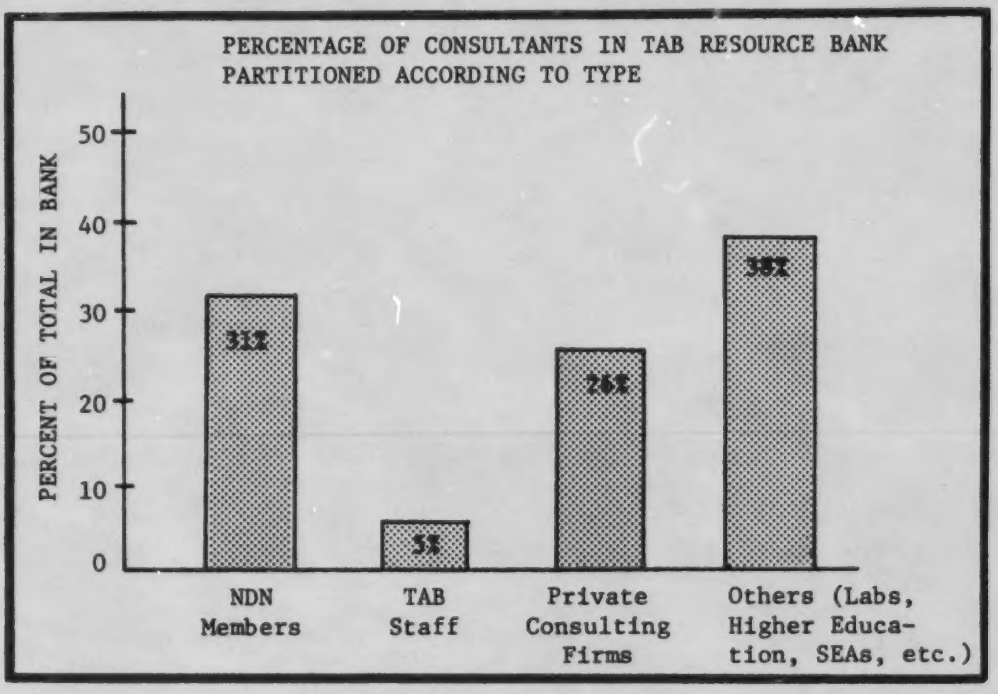
b) technical assistance and training activities being conducted by TAB and other regional networks; and

c) summaries of news from the general dissemination/ linkage community

TAB also provided an insert in the ED Newsletter to inform clients of nationwide TA activities.

TAB's Resource Bank

As the TAB system evolved, incorporating new concepts and more intensive content thrusts, the consultant resource bank was expanded to accommodate the new directions. During the six month period, 89 consultants were added to the bank, bringing the total to 338. CSU records indicated that 51% of them (171) had been active within the system during the total 18 month funding period that TAB has been in existence.



During the upcoming funding cycle the CSU will computerize the bank and develop a Compendium of Resource Bank profiles. The Compendium will be disseminated to the RSUs as well as to members of the NDN. This compendium could be used as a tool for selecting consultants for support services available through TAB, or as a resource for selecting consultants for direct services outside of TAB, i.e., choosing an evaluator for a project.

Technical Assistance Base of the National Diffusion Network

REGIONAL SUMMARIES

The first section of this report described TAB as an integrated systems approach for providing technical assistance to the National Diffusion Network. We believe, however, that this integrated approach is enhanced by the unique contributions and potential of the regional service units which comprise the TAB system. Thus, this section presents Regional Summary Reports which provide a sense of the major thrusts and accomplishments which characterize the individual units.

The reports exemplify TAB's growth into a multi-level support base for the NDN over the six month period. Trends which emerge in the reports include: 1) a proactive programming stance; 2) the provision of group technical assistance encounters for common areas of need; 3) facilitating interaction between the field and DER; 4) helping secondary client groups understand the interfaces required between themselves and the various role groups within the NDN; and 5) TAB's leadership role in the various regions in fostering collaboration with other dissemination/technical assistance agencies.

In short, the reports illustrate TAB's commitment to providing responsive services to clients as well as supporting the growth of the NDN and its outreach to the educational community.

TAB: SIX MONTH REPORT

October, 1978 - March, 1979

Regional Service Unit I

Major Thrusts

During the last six month contract period, RSU #1 initiated several major thrusts while continuing to respond to individual technical assistance requests. Responding to individual requests comprised the bulk of our activities in the previous contract period. Although this type of activity was continued during the most recent contract the emphasis shifted to a more proactive posture.

Individual requests which typify our activities during this period would include evaluation assistance requests made by the Connecticut and Vermont State Facilitators, orientation/preparation assistance given to St. John's Valley Information Bilingual Education as a new Developer/ Demonstrator project, and materials development assistance requests by Project Seaport. These requests and many others like them were generally met through face-to-face consulting with an appropriate resource person. We have continued an emphasis on individual technical assistance as a way to accomodate the various needs and levels of development of the clients in our region.

As previously mentioned, an important characteristic of the most recent contract period was the emergence of a more proactive posture for TAB in our region. Agendas for the allocation of TAB regional resources and energies in a proactive strategy emerge from site visits to all of our clients and inputs from DER. There is a need, in terms of capacity building, for workshops, products, and forums where all our clients can commonly

address universal requests. The need for a comprehensive evaluation strategy in NDN is such an agenda. The need for an orientation of all new programs to NDN likewise is a common need. Field input suggested that opportunities for inter-program sharing is a critical need and that TAB can legitimately be the convener of such meetings. The need for direct interaction between the field and DER leadership also surfaced as an opportunity for TAB to play a facilitating role.

Most recently this strategy was used in addressing the areas of management and leadership, and although workshop participants came with varied frames of reference, addressing the topics as a group proved to be very helpful especially in terms of tailoring substantive inputs to the specifics of the NDN environment or situation. It is believed that technological and office practice needs are other areas of common need where well planned activities sponsored by TAB will be beneficial.

RSU #1 has taken a more proactive role in working toward regional collaboration. The significant others in this endeavor are some of the state education agencies and the USOE Regional Offices, particularly Boston. Workshops have been held for the dissemination agencies of the state departments of education in Massachusetts and Vermont. All state departments in New England participated in an evaluation conference on April 2 through 4 sponsored by the Regional Office in Boston with TAB collaboration.

The State Department in New Hampshire has named the TAB Program Coordinator, Dennis Collins, as a member of its Responsive Education Dissemination Advisory Council. Meetings have been held with State Department and ASBO (Association of School Business Officials) staff concerned with

the Sharing Business Success effort.

A great deal of collaborative effort has come from the USOE Region I office in Boston. We have participated in several meetings dealing with Title I and Title IV dissemination agendas and have met with Dr. Thomas Burns and his dissemination staff in Boston, and with Dr. Burns in our office in Concord. The USOE Region II office in New York has been contacted and worked with by Dr. Frank Thompson as a TAB representative. In that the USOE Region III office in Philadelphia serves states that are predominately in TAB Region III (Jim Linder), most work with this Regional Office has been through the TAB Region III office. Dr. Barry Appaires of the Dissemination Unit in Philadelphia did attend our November mini conference and has asked to be informed of activities affecting Pennsylvania.

During this six month period, we have initiated the subregional mini conference. Northern and Southern tier groupings of State Facilitators and Developer/Demonstrators were created for conference purposes. Each tier of NDN participants participated in two mini conferences. the Northern tier, which includes all projects in the states of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island met in Portsmouth, New Hampshire, on November 21st with evaluation as a principal theme, and Lew Walker of DER and Dr. Everett Barnes of RMC Corporation as their principal presenters. This group met again in Boxboro, Massachusetts on April 26 and 27 with Leadership/ Management as a theme. Dr. Fred Hayen was the principal presenter with Dr. Andrew Lebby (unavoidably absent) presenting DER input via telephone.

The Southern tier made up by the projects in New York, New Jersey, Pennsylvania, Delaware, and Maryland, met with similar agendas in King of

Prussia, Pennsylvania (Project R.I.S.E.) on November 29 and 30 with Dr. Andrew Lebby of DER and Dr. Al Elwell of RMC Corporation as major presenters, and again in the Project R.I.S.E. office on May 2 and 3 with Dr. Lee Wickline carrying the DER message and Dr. Fred Hayen giving the major presentation.

The agenda for the latter mini conferences was developed by a planning group of Developer/Demonstrators and State Facilitators in early April. This strategy has held costs to a minimum and is offering us opportunities to meet and share beyond the planned agenda. The mini conference structure is based on a few basic tenents which include attendance by all projects in the region, one day of high quality outside input on a topic of general concern and followed by a day in which these inputs can be processed and made relevant to NDN projects. During the second day, opportunities were made available for sharing successes and airing problems. The affect of these mini conferences has been very positive. We will be monitoring to see if the effect will be equally positive.

One of the major content thrusts of the past six months has been the area of evaluation. Several instances of individual technical assistance, a part of all of our mini conferences, and some of our regionally collaborative activities have centered on the evaluation issue. An outcome of our first mini conference was the creation of an evaluation cadre which met at Laguardia Airport on February 28, comprised of evaluation specialists both serving in an outside of NDN programs. The cadre gave input to this office on the development of a comprehensive evaluation strategy.

Another thrust of the past contract was that of initiating subnetwork activities. Illustrations of this type of activity included assisting

State Facilitators within our region and participating in the Levels of Use workshop held by the Pennsylvania State Facilitator; Developer/Demonstrator sessions on the topic "After Fours Years What?" held in Atlanta, San Antonio, Boxboro and King of Prussia; follow through meetings such as that held in New York City on May 1st; and working with the participants developing the SBS (Sharing Business Success) program.

A final major thrust of this contract period is the developmental work that has been done relative to our model of technical assistance, our strategy for the orientation of new comers to the NDN, and the development of a dissemination curriculum for Developer/Demonstrators and State Facilitators.

Major Accomplishments

In our view, one of the major accomplishments of this period was the development of the mini conference strategy. It has proven to be more than an workshop format that is cost effective. It is our feeling that we are recapturing some of the colleagial relationships and interactions that time, growth, and increased institutionalization have tended to erode. The balance of high quality outside input and opportunities for sharing with DER and each other has made the two day format effective.

Another major accomplishment has been made in the area of developmental work completed during this contract. Such items as the previously mentioned dissemination curriculum for Developer/Demonstrators and State Facilitators, a thorough explanation of our needs sensing model, and the development of a comprehensive evaluation plan typify these accomplishments. Beyond their specificity on paper, they are real indicators of the maturation of the TAB system.

A major accomplishment centered around evaluation. Once again, more than growth in a substantive area has been accomplished. This region has come to realize the reality of field driven responses to high need areas. Although DER has given this message frequently, many NDN participants failed to internalize and accept the reality of this mode of operation until quite recently and concerning the evaluation issue. Once the "second guessing" ceases and NDN participants address this issue with the same creativity and excellence with which we address dissemination/diffusion, this issue will resolve itself.

Future Directions

In the future there will be more specialized subnetwork meetings addressing such issues as "Getting Your First Adoption". We will hold quarterly mini conferences, some of which will be divided along the Northern tier/Southern tier line and some of which will be total regional meetings.

Suggested topics for future mini conferences include technology, Office/Business practices, materials packaging, and evaluation (specifically student impact assessment). These topics will be addressed via the aforementioned two day format to permit processing of new information and inter-project sharing. In these subnetworks, mini conferences, and other planned activities there will be an expansion of the utilization of Developer/Demonstrators and State Facilitators in our region in the planning process. Participatory planning, thorough reporting, and a debriefing of activities has proven to be very valuable and will be maintained as a mode of operation.

GB/jcs
5/7/79

S I X M O N T H R E P O R T

October 1978 - March 1979

TECHNICAL ASSISTANCE BROKERAGE SYSTEM

REGION II

During the last six months, RSU II has been very involved in several aspects of technical assistance development and delivery. A considerable amount of time has been spent in working with the CSU and other RSUs in a redefinition of the TAB brokerage system. In addition, attention has been given to developing resources within the region and across the regions, as well as strategies for sharing these resources.

In summarizing the events and accomplishments of the last six months reference will be made to the six month plan submitted to the Division of Educational Replication in July, 1978. Essentially, activities referenced in that plan refer to the areas of need assessment, leadership, evaluation, and field initiated technical assistance. These broad activity areas in turn are found in the four overall TAB goals.

1. To identify the technical assistance needs of the National Diffusion System contractors.
2. To identify human resources, both from within the NDN and outside the system, who have expertise and the willingness to share their skills with the NDN.
3. To match those resources to identified needs, and to provide high quality, customized training and technical assistance on a one-to-one, small group or conference basis.
4. To continually gather information from NDN participants concerning current and future needs and ideas, and to communicate them to appropriate U.S.O.E. personnel.

In addition to a description of the activities, some attempt will be made to describe the important transition made during this six month period from a primarily reactionary T.A. system (matching needs as they were received from the field) to a system which can be characterized as proactive and anticipatory. This transition is highly significant and represents for the NDN

technical assistance which is delivered in the context of an overall strategy for improving the National Diffusion Network.

Based on the stated needs of NDN members in Region II and on the priorities the Division of Educational Replication was projecting, special attention was given to two major areas of need; leadership and evaluation.

Leadership needs were being expressed in a variety of ways from NDN members. Primarily, the experienced D/Ds and Facilitators were looking for ways to improve their own organization skills and learn better techniques for interfacing with LEAs. Network members were also expressing interest in general change theories and concepts. The Hersey-Blanchard Leadership Model provided both a theoretical model and the possibility of many direct NDN applications. Dr. Fred Hayen, Driector of the MPS/UM Teacher Center which houses The EXCHANGE, was in a position to assist with the training of interested NDN members and assist with the development of direct NDN applications for the model. He agreed to provide some of his time for this purpose and has since initiated a series of leadership activities.

First, initial information about Network interests and the Hersey-Blanchard model were explored with a needs assessment instrument mailed to all Region II Network members. A sampling of 30% of the Network members were contacted by phone to fill out the assessment. The form provided a means of discussing some aspects of the model and reflected considerable interest in the issues related to organizational management.

This sampling was followed with an introductory leadership workshop presented March 7 and 8. A total of thirty-one SFs and D/Ds attended the workshop. Dr. Hayen's presentation laid the foundation for further work with the adoptive leadership model articulated by Hersey and Blanchard.

There were two basic outcomes of the initial workshops. First, an understanding of the leadership model and an introduction to organizational and development concepts. Secondly, the identification of a group of individuals interested in learning more about the theory, interested in helping to articulate Network applications of the theory, and interested in training others in the NDN in use of the model.

Overall, the leadership strand represents the application of a theory in an area of study which is very underdeveloped in the NDN. This initial introduction of organizational development learning signifies an important step for the evolving system.

The second major area of need, evaluation, also received much attention during the last six months. Dr. Thel Kocher, coordinator for the Title I Awareness conferences and the Vocational Reading Power Project, has an extensive evaluation background and was able to assist Region II in articulating a plan for responding to Regional Evaluation needs.

The issue of evaluation has not been an easy one. Lack of clarity in the NDN evaluation policy has led to confusion in the field. In addition, program evaluators were frequently not involved in the preparation of the evaluation designs in the proposals.

The result of these overlapping problems is considerable anxiety on the part of Network members. The needs assessment instrument for evaluation was designed to assist Network members in charting their program to date. The steps needed to develop an evaluation design and monitoring process were outlined for client response. After the San Antonio NDN conference, the evaluation workshop was scheduled to further discuss issues that were raised and to more fully explore Region II concerns in relation to evaluation.

As this activity was developing, a cadre of three evaluators was identified to assist the region in meeting particular evaluation needs and

to assist Region II in developing overall evaluation capability. The consultants are all experienced in working with various aspects of the NDN.

A member of the cadre attended the NDN San Antonio meeting and the group met formally March 12, just after the regional Evaluation Workshop. Client needs and concerns were shared and the cadre discussed further steps in meeting regional needs. Periodic cadre meetings and mailings of resource materials will be used to keep the cadre members up-to-date about NDN evaluation policies and regional concerns. By keeping a small group of experienced evaluators involved, the clients are receiving consistent and informed service.

During this six month period, five instances of individual evaluation technical assistance were provided. In addition, cadre is helping states interested in presenting projects to the J.D.R.P. Two such projects were assisted during this six month period.

It is anticipated that one general evaluation meeting will be held during the next few months to provide follow-up assistance to NDN members. Ongoing individual assistance will also be made available to Region II clients through cadre members.

The needs assessment activities initially perceived as a major activity for this six month period have been partially addressed in the two informal instruments used for leadership and evaluation. Although this information was very helpful, there is a need for a more comprehensive and systematic assessment. This need has been acknowledged by all RSUs and the CSU, but because of the degreee of difficulty in both designing and implementing a careful needs assessment instrument, only the design of the instrument was addressed during this past six month period. Region II was involved in the design work and will obviously be involved in the implementation with client members during the next six month period.

Field initiated technical assistance covered a variety of areas. Although

many client needs and interests were centered around evaluation and organizational development, there were also the ongoing needs which can be grouped under the heading "publicity" or "marketing techniques". To meet this need, RSU II cooperated with Region IV to co-sponsor a publicity workshop utilizing the expertise of the Orsborne Group, Inc., a public relations firm operating out of San Francisco, California. With some awareness of the NDN, they presented marketing strategies from a business viewpoint and helped participants think through solutions to particular problems using these marketing techniques. A total of sixteen attended the workshop from Region II held in Dallas, Texas.

After the Texas workshop, several Region II participants felt that they were familiar with additional publicity techniques they would be willing to share. They expressed interest in helping to organize a follow-up publicity workshop for the region. This workshop will utilize particular strengths of some regional members and will be scheduled for the next six month period.

Individual T.A. sessions covered a variety of areas. From assistance in locating a resource person to develop a project logo, to assistance in establishing the screening mechanism for replication grants, NDN members continue to express needs for individual assistance. Some highlights are: the sharing which has been arranged between newcomers to the NDN and established members; assistance in organizing "outreach teams" provided by a facilitator in one state to a capacity builder in another; the exchange of interpersonal communication techniques between one D/D and another; and the exploration of computer applications with a group of interested regional members. Several involved questions about contracts were answered with and through project officers in Washington. Sometimes the questions only needed clarification, usually provided by the project officer; other times the situations required some reflection and extensive discussion.

Seven separate specific instance of T.A. were provided to Follow Through groups, as well as a number of phone interactions and meeting discussions at

San Antonio, at the Leadership and Evaluation Workshops, and at the Publicity Workshop. Primarily, the requests for assistance are still in the area of improving outreach efforts, although there was one request for assistance in the design of training sessions. In addition to these meetings, and as a result of the coninuing needs of this subnetwork to define itself and its dissemination efforts separately, as a subnetwork, a meeting of all Region II Follow Through projects is scheduled for the next six months to discuss very specific outreach strategies for these projects. This meeting is a cumulative result of the discussions and expressed concerns of the eight Follow Through programs in Region II.

This initiative to meet and discuss problems relevant to a sub-group is also seen in the technical assistance provided to three other such groups. Three Region II Facilitators requested funds to meet during this last contract period to discuss concerns related to their work in the rural midwest. They decided their problems were ones that should be shared at the NDN meeting in San Antonio and they subsequently presented two workshop sesssions which were well attended. In fact, the response to their concerns was so strong that a second regional rural concerns workshop was held March 30, in Madison, Wisconsin. Fifteen NDN members attended, with representation from each of the other RSUs. Dr. Everett Edington, Director of the ERIC Clearinghouse on Rural Education and Small Schools, also attended this day long meeting and expressed great interest in the discussions and the potential for cooperative efforts. Many recommendations for further work were made and as a result of the enthusiasm expressed, "Rural Concerns" was included as a major continued activity for the next six month period.

Another sub-group that requested planning time for the San Antonio meeting was a group of facilitators working by themselves in a state, or "Lone Arrangers"

as they called themselves. The initiative to meet came from Region II, but this group also represents NDN members from other regions. Although they are not formally meeting at this time, the fact that they have shared strategies and established a more formal communication is a strong statement of service from the Technical Assistance Brokerage System.

Throughout this period, cooperative work with SEAs in the region, intermediate agencies, regional labs, USOE Regional offices, and R and D linkages have been steadily growing. Several meetings have been held to specifically encourage cooperative interaction. Also, meetings initiated by other groups and agencies have been utilized to reinforce existing collaboration. All such regional efforts are seen as a means of strengthening the outreach of the NDN.

One example of formal and systematic input from TAB within the region was the establishment of the Regional Exchange Services Advisory Group, (CEMREL, fall, 1978). Two members from Minnesota are members of the group: Roy Tally, Minnesota State Department of Education, and Diane Lassman, The EXCHANGE. Two meetings were held during the contract period. At the second meeting, Diane Lassman and John Osborn, Michigan Department of Education, led and facilitated a half-day session regarding a Midwest Regional Dissemination Forum. A planning committee has been appointed and will meet during the April-September TAB contract period. Committe members are:

Dane Manis, Director of the Midwest Rx;

A staff member of the Midwest Rx;

Clark Chipman, USOE Regional Office V;

Diane Lassman, Minnesota.

This is one example of an excellent opportunity for TAB to interact with the USOE Regional Office and with the Rx system. This Rx regards TAB positively and wishes to increase collaboration with NDN clients and TAB.

Assisting National Diffusion Network members in the variety of ways described above clearly relates to the overall TAB goals. It also reflects a growth in the proactive technical assistance provided while maintaining a responsive technical assistance system. As the total system continues to develop more sophisticated means of anticipating, articulating, and actually providing good resources for NDN needs, the National Diffusion Network will be strengthened in its outreach mission to schools across the United States.

LEADERSHIP AND EVALUATION WORKSHOPS SUMMARY

Submitted by

Ellen Meier
Dr. Fredrick Hayen
Dr. Thel Kocher

April 10, 1979

Introduction - Leadership and Evaluation Workshops Summary.

by Ellen Meier

The Leadership and Evaluation Workshop offered by the Technical Assistance Brokerage System, Region II, on March 7 and 8 represented a combination of Technical Assistance in two major areas of concern for Network members. The workshops were designed on the basis of regional needs expressed by Region II members in the Leadership and Evaluation needs assessment instrument (example attached) and in a number of conversations about project needs with individual clients.

The decision was made to combine the two workshops in order to minimize time and travel and also to allow both workshops to establish the initial framswork for further exploration in these important content areas.

The workshop was filled to the maximum of 25 which was established to insure optional interaction between participants. Both State Facilitators and Developer projects were involved in the two sessions. Although a workshop format was used in both instances, there was a variety of activity during the two days, including individual T.A. (in reviewing Evaluation plans), small group work, (in developing leadership concepts through a simulation game), large group interaction (through Evaluation discussions of major concerns), and large group presentation during Fred Hayen's initial presentation of the leadership model.

Both workshops reflect three of the four TAB operational assumptions: structured and comprehensive technical assistance, client system mapping, and variation in TA delivery modes. In addition, a real effort was made to encourage client ownership, the fourth operational understanding. This aspect of TAB's operation is central to overall delivery of service and an integral part of the design of the workshops. The technical assistance was designed and delivered in a way that continues to encourage independent activity on the part of the clients. The clients were given assistance in understanding and defining these two areas of concern, but at no time were there answers prescribed for the participants. Rather participants were encouraged to move towards their own solutions with the guidance of the workshop leader.

Closely related to operations, the impact of the workshops has also been carefully considered. Although the actual measurement of system impact is part of an overall assessment, the intent of the workshop was clearly to build the operational capacity of clients in the areas of leadership and evaluation. In the words of the proposal describing the Impact Assumption, "TAB's impact orientation is based on the premise that an effective capacity building system assists clients to become increasingly competent in predicting the effects of their actions on all segments of the environment." Awareness of this intent was central to the presentation approach, content of the workshop and follow-up plans.

Dr. Fred Hayen, and Dr. Thel Kocher are currently in the process planning the next steps in each of these two major strands. The plans are explained in the respective reports attached.

RSU II Leadership Workshop Summary

by Fred Hayen

The initial leadership workshop held in Minneapolis had a number of objectives:

1. Test the applicability and usefulness of the concepts and components of the adaptive leadership models with a national group of NDN participants.

2. To identify an initial group of NDN staff who will be trained to serve as trainers and field support staff to the "leadership network" within NDN.

3. To develop a "ripple strategy" for training NDN personnel in diagnosing leadership needs and organizational behaviors.

4. To implement the first step of the ripple strategy.

The initial workshop, conducted by Dr. Fredrick V. Hayen, lasted a full day, followed by a two-hour session on the second day in which part of objective two and most of objective three were addressed.

The workshop content of the first day focused on several critical factors in organizational development activity:

- Clarification of the terminology and vocabulary associated with leadership, management organizational behavior, organizational development, and other related terms.

- Perspectives on the patterns of behavior exhibited by organizations as they evolve and decline depending on the environmental influences present.

- Structures, instruments and models for diagnosing the behavior of an organization.

- A model for:

    a. estimating/anticipating future behaviors or organizations

    b. determining the most effective intervention behavior with respect to a specific organization

    c. assessing which organizations are optimally prepared for adaptions - and which are psychologically unable to adapt at a given time.

Participants practiced the application of the model through a simulation. The simulator was played by teams of participants. Individuals were able to get a feeling for how one assesses an organization's behaviors and then how one applies appropriate leadership behaviors to that condition so that the best possible behaviors result.

Each participant completed an instrument assessing his/her own preferences for leadership styles given certain situations. This instrument was scored and a generalized interpretation was provided so that individuals could ascertain the general effectiveness of his/her choice given real-life conditions of a similar nature. This instrument will be examined closely in subsequent training events

(for trainers) or in follow-up support assistance in the field by RSU II staff and/or intern trainers.

Other instruments were provided and their use was explained so that participants, whether future trainers or simply users of the models, will be able to exhibit maximum sophistication with the concepts of adaptive leadership.

In the two-hour session on the day following the full-day workshop, prospective trainers were invited to an optional session to discuss the implications of becoming a trainer in leadership skills and to prepare a strategy/plan for training a NDN leadership cadre.

Ten candidates signed up for the scheduled May 7-9 Work Party in Minneapolis. Three more have subsequently been added to the list from a later Region II workshop and more are expected before the Minneapolis Work Party. This three-day session will be phase II of the training of a NDN leadership cadre. In addition to further training, we will collect and review materials; prepare a training place for each participating Region; and integrate the plans so that training and field support (trainer to client) are carried out simultaneously for maximum efficiency and economy of time and resources.

Meanwhile - a number of follow-up training sessions have been scheduled for RSU II personnel - for direct client training, and to further identify potential leadership training interns before the May Work Party. Training sessions are scheduled for:

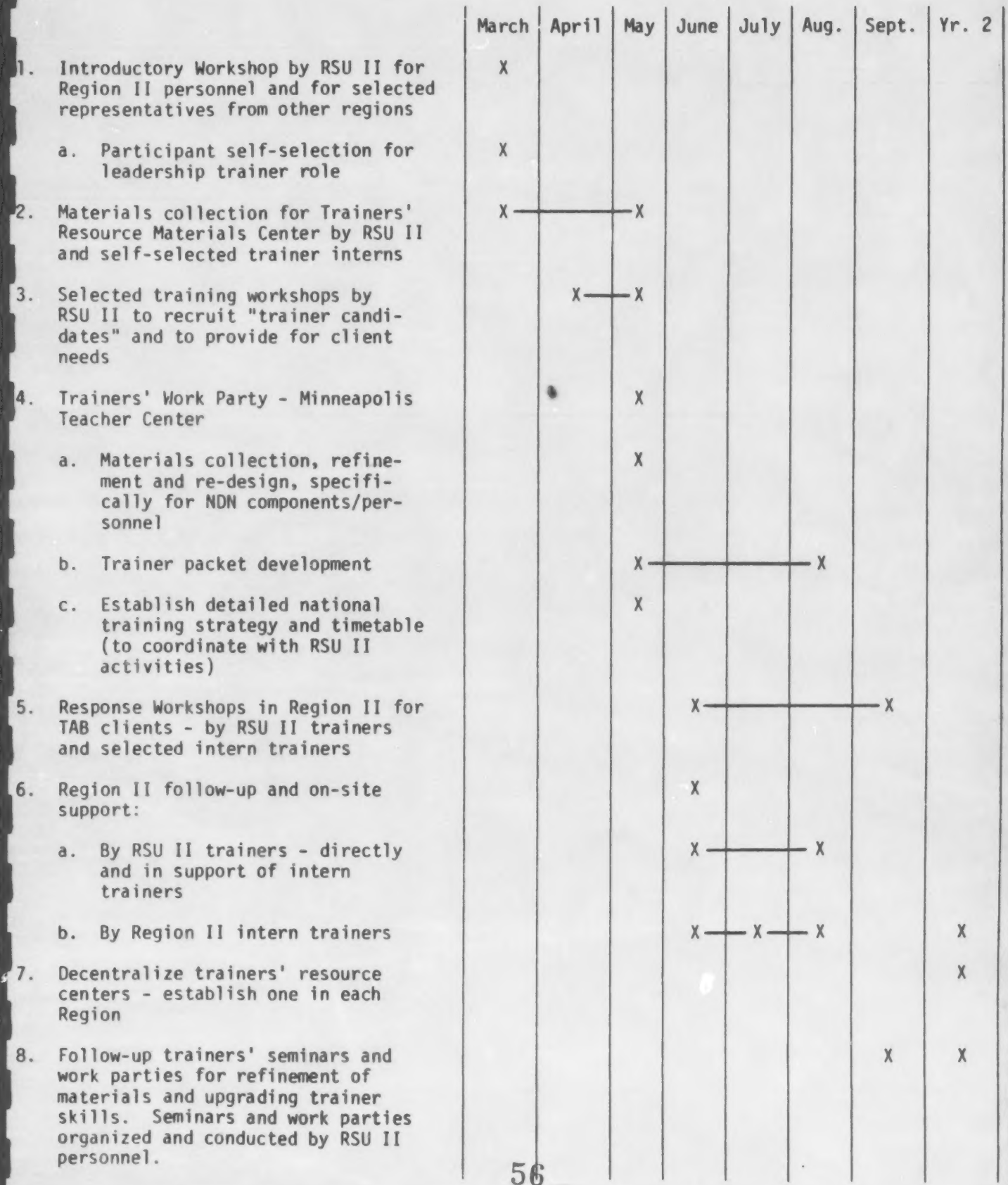
- Arkansas - April 3-4
- Pennsylvania - May 1-2
- Massachusetts - April 26-27

A fourth session is scheduled in mid-May for Virginia.

Our target is to have a cadre of trainers trained and available in each TAB region by early fall. These trainers should be able to provide direct training services as well as provide site assistance in follow-up and support. The RSU II staff will provide additional training services to the cadre beginning in the early fall. Our goal will be to gradually withdraw from direct leadership training and support.

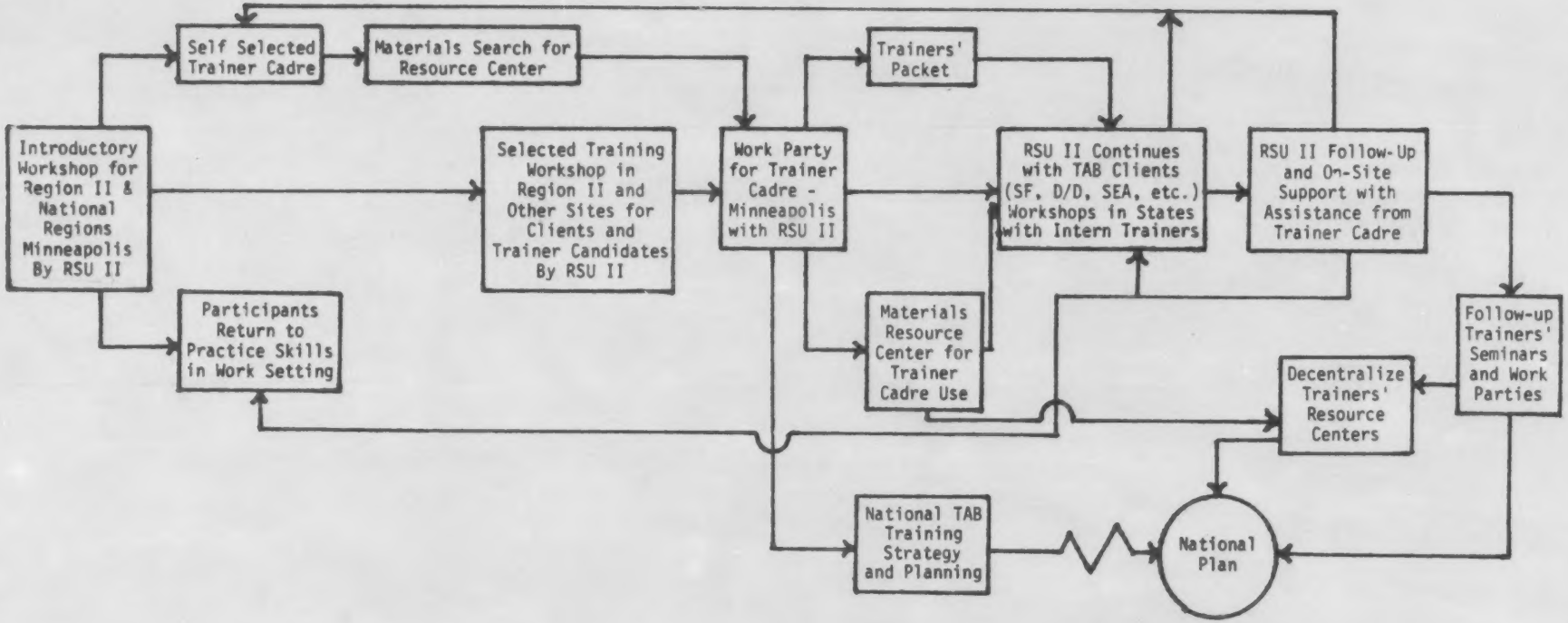
TAB Leadership Training Plan

Part 1


March
April
May
June
July
Aug.
Sept.
Yr. 2
1. Introductory Workshop by RSU II for Region II personnel and for selected representatives from other regions
a. Participant self-selection for leadership trainer role
2. Materials collection for Trainers' Resource Materials Center by RSU II and self-selected trainer interns
3. Selected training workshops by RSU II to recruit "trainer candidates" and to provide for client needs
4. Trainers' Work Party - Minneapolis Teacher Center
a. Materials collection, refinement and re-design, specifically for NDN components/personnel
b. Trainer packet development
c. Establish detailed national training strategy and timetable (to coordinate with RSU II activities)
5. Response Workshops in Region II for TAB clients - by RSU II trainers and selected intern trainers
6. Region II follow-up and on-site support:
a. By RSU II trainers - directly and in support of intern trainers
b. By Region II intern trainers
7. Decentralize trainers' resource centers - establish one in each Region
8. Follow-up trainers' seminars and work parties for refinement of materials and upgrading trainer skills. Seminars and work parties organized and conducted by RSU II personnel.

TAB Leadership Training Plan

Part II


Self Selected Trainer Cadre
Materials Search for Resource Center
Trainers' Packet
Introductory Workshop for Region II & National Regions Minneapolis By RSU II
Selected Training Workshop in Region II and Other Sites for Clients and Trainer Candidates By RSU II
Work Party for Trainer Cadre - Minneapolis with RSU II
RSU II Continues with TAB Clients (SF, D/D, SEA, etc.) Workshops in States with Intern Trainers
RSU II Follow-Up and On-Site Support with Assistance from Trainer Cadre
Participants Return to Practice Skills in Work Setting
Materials Resource Center for Trainer Cadre Use
Follow-up Trainers' Seminars and Work Parties
Decentralize Trainers' Resource Centers
National TAB Training Strategy and Planning
National Plan

RSU II Evaluation Workshop Summary

by Thel Kocher

RSU II evaluation activities moved from the planning stage into the implementation phase during the past quarter. The following activities were accomplished during the quarter:

- An evaluation needs assessment instrument was developed and used as the basis for a telephone needs assessment of RSU II's clients. The needs assessment questions and results are attached.

- Dr. Gary Hoeltke, Vice President, Selection Research, Inc., Lincoln, Nebraska and Dr. Marvin Pasch, Chairperson, Department of Curriculum and Foundations, Cleveland State University were selected to serve as members of RSU II's evaluation cadre. Both Dr. Pasch and Dr. Hoeltke are well acquainted with the NDN. Dr. Pasch serves as the evaluator for the New Model Me Developer/ Demonstrator project. Dr. Hoeltke has served as the evaluator for those projects that have been approved by the JDRP and also was a primary author of the original Nebraska State Facilitator proposal. Also, he presently serves as a consultant to AIR's Region VII Technical Assistance Center.

- Both Dr. Hoeltke and Dr. Pasch were provided with a packet of background material on TAB and NDN evaluation. This packet included:

    - A cover letter
    - A copy of the Ideabook
    - A copy of the NDN policies dated 8/78.
    - A copy of the NDN policies dated 1/31/79.
    - A copy of "Helpful Hints for Preparing and Submitting ESEA, Title I Regular and Migrant Education Projects to the Education Division's Joint (NIE and USOE) Dissemination Review Panel," by John Pyecha and Maurice Fisher.
    - A copy of "Defining and Describing Observable Features of D/D Projects," by Peter Treadway and Don Horst.
    - A copy of "NDN Evaluation Questions and Answers and Evaluation Tips for D/Ds and SFs," by Evelyn Ogden and Marilyn Musumeci.
    - A copy of "Tips for Collecting Impact Data from Adoption States," by Dr. Bonnie Tenenbaum.

- An evaluation cadre meeting was held in Minneapolis in March. RSU staff members Dr. Thel Kocher, Diane Lassman and Ellen Meier were joined by Drs. Pasch and Hoeltke. A copy of the meeting agenda is attached.

- Drs. Kocher and Hoeltke attended the NDN mid-winter meeting in San Antonio and both were present at the TAB evaluation debriefing on Friday morning.

- The second day of a two day leadership and evaluation workshop in Minneapolis was devoted to evaluation. This workshop was attended by 18 clients from the region and by 3 representatives from other TAB regions.

- Evaluation was the topic of the March 8 workshop presentation. The first part of the session provided participants with an opportunity to discuss evaluation concerns with a promise that these concerns would be forwarded to DER. Although there were no "answers", presenter Dr. Thel Kocher discussed the issues of concern and assisted the group with handouts outlining the content of an evaluation plan. Participants also had time to work with him to individually review their project evaluation designs.

- The afternoon was spent sharing individual project evaluation plans and documents. This sharing opened lively discussion between members over respective roles, LEA response levels, and other ongoing areas of concern. In all, although members are still very involved in refining their evaluation plans, the workshop provided a means of discussing these important issues on a regional basis. Especially for SFs and D/Ds to discuss the overall NDN evaluation requirements and how the two groups might best cooperate to provide the needed information.

  A major feature of the workshop was allowing participants an opportunity to express their evaluation concerns. A summary of the concerns is attached.

- Dr. Hoeltke has worked with Bob Warpinski to prepare an evaluation design for submission as a supplement to the Project I-C-E D/D proposal for 1979-80.

- Dr. Artie Kearney of the ME/ME D/D project has requested assistance as she develops forms for use in the evaluation of her project. A cadre member will be assigned to assist her in the near future.

- Several requests have been received from projects desiring assistance as they prepare JDRP submissions.

  - Dr. Pasch has begun work with the project from Indianapolis. He has reviewed the first draft of their JDRP submission and has requested that the project provide him with additional evaluation data for review.

  - The project from Illinois has requested help in determining data analysis procedures to be used in development of their JDRP submission. Tentatively, Dr. Pasch has agreed to work with them.

- Dr. Thel Kocher who is coordinating the evaluation activities for RSU II has been involved in evaluation meetings in two other TAB regions.

    - He was one of six people who met in RSU I to discuss NDN evaluation policies and strategies that TAB could use to meet client's evaluation needs.

    - He also served as a consultant to assist RSU V with an evaluation workshop for State Facilitators. In conjunction for this workshop, he prepared a set of handouts on evaluation. He plans to continue to develop this set of handouts into a document that can be used with TAB clients in all regions.

Representative Sampling

	Have Done in Past	Need Help	Are Doing
Question #1	10	4	4
#2	2	10	7
#3	6	10	5
#4	3	10	3
#5	2	10	5
#6	0	10	3
#7	3	10	1
#8	1	9	1
#9	1	10	3
#10	5	9	5
#11	0	7	0
#12	2	9	2

	Choice									
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Ques.#1	1									
#2		1		3						
#3			3	1	1	1		1	1	
#4	2	3		2						
#5	2	2	1		1		1			
#6	3	1	1	1	1	1	1			
#7	2	1	1	1		1				
#8	1	1	1	1				1		
#9	2	1	3		1					
#10	2		2		1	1				1
#11		1	1		2		1			
#12	3	1	1		1					

EVALUATION WORKSHOP - March 8th, 1979 - Radisson Hotel

CONCERNS RELATED TO S.A. EVALUATION DIS.

1. Student "Output" shouldn't be only data used.
2. Two topics addressed in D/D sessions (Matrix sampling & alt. to output data) need to be disseminated.
3. Affective vs. achievement need equal consideration.
4. Generic model for determining key elements and, in general, entire evaluation plan.
5. Not enough planned colloboration beteen SFs and D/Ds. Need to agree on what's reasonable.
6. Time frame is unrealistic - cannot design and implement all of these plans within the expected period of time.
7. Evaluation roles between SFs and D/Ds are not clear. (Who is responsible for what?) Also role of adopters, IV-C office.
8. How to measure phased implementation of adoption -- process of implementing key elements.
9. Pre and Post testing of students during the 1st year of adoption. Teacher change emphasis during 1st year.
10. Need for summarative & formative info. for each of key elements.
11. Different directions from F.T. Need to share formats.
12. Role of the study - needs clarification.
13. How many straws for the camel's back? The many layers of monitoring.
14. What's to be done with the information gathered?
15. What information do SFs want?
16. The difference in expectations between one year of implementation of three years.
17. Balance in activity emphasis - Implementation - Evaluation.
18. How many key elements have to be installed to constitute an "adoption".

EVALUATION WORKSHOP - March 8, 1979 - Radisson Hotel

CONCERNS RELATED TO EVALUATION DIS.

S.F.

1. 2nd generation trainers - How is it working?
2. D/D input as to how SFs are doing?
3. Degree if SF interaction to their dissemination activities in state.

D/D

1. Feedback from SF about how LEAs feel D/D is doing.
2. Qualifications and grant. about how all steps (diseminate to adopt. to implementation).
3. A problem is inconsistency of data from adoptors - some report in GE, %ile, etc.
4. Input from SF as to how D/D is doing.
5. How are 2nd generation trainers doing.
6. What are high and low demand projects, (from SFs).
7. What states won't let some projects in.
8. D/Ds need to know whether they change teacher attitudes. DER seems to need only signed adoptions.
9. Do schools get the follow-up they need?
10. Would welcome insight from SF as to adoptions - who needs help.

ROLES:

1. SF same follow-up - Survey's asking whether evaluation data is being collected.
2. D/D send things out but when response is slow - S.F. can help.
3. D/Ds should send copies of evaluation summary! information to S.F.
4. SF personal on-site monitoring will feedback to D/D. - monitor against IV-C proposal - D/Ds have a hand in writing.
5. Basic types of D/D projects - some work pretty directly with students - some more process - to change entire school district.
6. Evaluation of the exemplary program - evaluation of the dissemination process - evaluation of the adoption process.

NEEDS ASSESSMENT
EVALUATION DEVELOPMENT

	Have Done In Past	Need Help With	Are Doing
FIDELITY:			
____ 1. Determining what the key elements of D/D project are. (FOR D/Ds ONLY)			
____ 2. Developing a procedure to determine which key program elements an adopter has installed.			
EVALUATING ADOPTER SITES:			
____ 3. Helping adopters look at data presently being collected at their site to determine how it can be used to evaluate the adoption.			
____ 4. Determining procedures that adopters can use to report data to the D/D.			
____ 5. Determining procedure that the D/D project can use to analyze data supplied by adopters.			
____ 6. Determining a sample plan that can be used to evaluate effectiveness of adoptions.			
____ 7. Preparing an evaluation manual that can be used by adopters.			
____ 8. Determining an evaluation design that can be used to continue evaluation of the original project.			
____ 9. Preparing a plan for use of a consultant to assist with evaluation needs.			

NEEDS ASSESSMENT
EVALUATION DEVELOPMENT

	Have Done In Past	Need Help With	Are Doing
EVALUATING DISSEMINATION PROJECT:			
____ 10. Setting up a logging process that will allow us to follow-up on contacts.			
____ 11. Computerizing a logging process that can be used to follow-up on contacts.			
____ 12. Developing a management system that can help us examine our process toward meeting goals.			

PLEASE RANK ORDER THOSE MARKED "NEED HELP WITH" WITH #1 SIGNIFYING GREATEST NEED!

Needs Assessment
Leadership and Organization Development

	Does it apply to you? (check one)				Is it important? (check one)				
	Yes	Sometimes	No	Don't Know	Very 5	4	3	2	No 1
A. This section relates to relationships between your unit and your client groups.									
1. Do you have client groups which are "hard to crack?"									
2. Do you have client groups which you feel might be more successful in adoption/adaption if you could effectively intervene in their organization?									
3. Do you have client groups who need assistance in identifying organizational patterns with their district?									
4. Do you find that LEAs relate to you in very different ways - from very dependent to very independent?									
5. Are you interested in managing this response?									
B. This section relates to the structure or system to which your SF or D/D is attached. (If you are independent of any parent structure, check here and go to Section C.)									
1. Do people in the system above you establish procedures and policies which affect with the services of your organization? How?									
2. Is your project able to make necessary decisions/implement plans, etc.? What things stand in the way?									
3. Do you have easy access to people who are important, etc.?									
4. Other: _____									

Needs Assessment
Leadership and Organization Development

	Does it apply to you? (check one)				Is it important? (check one)				
	Yes	Sometimes	No	Don't Know	Very 5	4	3	2	No 1
C. If you answered Section B, do not answer questions in this section. This section is for SFs or D/Ds which are independent of any parent system.									
1. How are you able to influence decisions from your independent role?									
2. As an independent agency, how are you treated?									
3. Is survival an issue?									
4. Other: _____									
_____									
D. This section relates to your own organization; that is, your State Facilitator Project or your Developer/Demonstration Project.									
1. Are interpersonal relationships a factor in your work?									
2. Do you find that staff members tend to spontaneously initiate new role activities in response to clients?									
3. Do communications within the organization flow accurately and timely?									
4. Other: _____									
_____									
E. This section relates to your interests and/or preferences for the focus of leadership training.									
1. Do you believe training programs (for adoption of projects) should be focused on training local trainers? (that is persons that can ultimately train others)									

Needs Assessment
Leadership and Organization Development

	Is it important? (check one)				
	Very 5	4	3	2	No 1
2. If you are a D/D:					
-Does your own program assume that the technical part of the formal training program should be followed by an extensive series of activities focused on "localizing" the concepts - focus on practical applications?					
-Does your program assume that Technical Assistance, following the initial training, should be focused on support to the newly trained trainers?					
3. If you are a SF:					
-Have you worked with programs which have assumed that the technical part of the formal training program should be followed by an extensive series of activities focused on "localizing" the concepts - focus on practical applications?					
-Have you worked with programs which assume that Technical Assistance, following the initial training, should be focused on support to the newly trained trainers?					
For SFs and D/Ds:					
1. What Leadership/Management training does your program currently provide to trainers?					
2. What Leadership/Management training is currently available to your program?					
3. Other: _____					

THE FIRST HALF OF THE SECOND YEAR: A STATUS REPORT FROM TECHNICAL ASSISTANCE BROKERAGE, REGIONAL SERVICE UNIT THREE

Submitted by:
TAB RSU III
Dr. J. B. Linder, Jr., Director
Educational Services, Inc.

THE FIRST HALF OF THE SECOND YEAR: A STATUS REPORT FROM TECHNICAL ASSISTANCE BROKERAGE, REGIONAL SERVICE UNIT THREE (TAB RSU III)

INTRODUCTION

The purpose of this report is to review the operations and activities of TAB RSU III between the period October 1, 1978, and April 1, 1979, viz., the first six months of the second contract year. The operations and activities that have transpired during this time period possess significance in two distinct ways. First, they resulted directly from the feedback gained during the first contract year. Secondly, and perhaps more importantly, they have precipitated the direction and scope of technical assistance that will be provided to the Southeastern Region's clientele and to the NDN, as an ever-enlarging system, during the second six month period and in subsequent years.

THE FIRST YEAR

During the first year of the TAB system (October 1977 through September 1978), the Central Service Unit (CSU) and the five regional units (RSUs) focused their efforts on providing technical assistance to the following clientele:

Primary:
- Developer/Demonstrators (D/Ds)
- State Facilitators (SFs)

Secondary:
- Dissemination Groups in SEAs
- JDRP-Approved Projects Not Currently Funded as D/Ds

The TAB system had the following goals during its first year:

(1) The identification of technical assistance needs of NDN contractors;

(2) The identification of human resources, both from within the NDN and outside the system, who had the expertise and willingness to share their skills with the NDN;

(3) The matching of these resources to identified needs and the provision of high quality, customized training and technical assistance on a one-to-one, small group, or conference basis; and

(4) To gather information on a continuing basis from NDN participants concerning current and future needs and ideas, and to communicate to appropriate USOE personnel.

At the start of the period, the CSU developed a skills taxonomy that was later systematized as a technique/instrument by which the needs of individual clients could be formally assessed during the first and subsequent years. Technical assistance was provided by each RSU to meet the assessed needs or requirements of the client in each region. Seven distinct categorical skills/needs areas, plus an additional category entitled "Other Needs" were identified. Each RSU used this technique/instrument as its formal feedback device.

TAB RSU III's director developed an informal technique for use by TAB RSU III's staff in addition to the formal one. This technique consisted essentially of making a face-to-face visit with, telephone call to, or written correspondence to, each client that was provided with technical assistance immediately after its completion.

By mid-year, both TAB RSU III staff and clientele served noted that the NDN's growth was increasing at an accelerating pace, and that it was not only changing, but it was expanding in scope as a diffusion system. Feedback derived from both the formal and informal techniques/instruments employed by TAB RSU III verified these observations. More and more clients were encoding their needs in the "Other Needs" category on the

formal technique/instrument. Feedback from the informal technique substantiated that derived from the formal one, and, in fact, expanded upon it. Then, the nature of the requests for the technical assistance changed. Individual (role-unique) technical assistance requests continued, but at a higher rate. More significant, however, was the fact that more role-common requests were made. Primary clients (D/Ds and SFs) requested technical assistance in areas, such as the following:

(1) longivity concerns, i.e., how to accomplish successful renewals from the NDN;

(2) success-oriented strategies and tactics to use with unique or special LEAs;

(3) monitorship of adoptions over long periods of time;

(4) development and maintenance of adequate record-keeping techniques that would satisfy USOE, NDN, SEAs, and LEAs;

(5) appropriate protocols to use with different SEAs, SFs, D/Ds, and LEAs;

(6) acquisition of pertinent and timely SEA requirements on prospective adopters;

(7) fiscal and logistical techniques for handling the changing requirements of USOE, SEAs and LEAs;

(8) techniques for the planning and acquisition of formative and summative data concerning project impact at adopter sites; and

(9) acquisition of accurate and timely information on the interfaces between themselves and other role groups within the NDN.

The major need or requirement of secondary clientele centered about the interfaces required between themselves and the various role groups within the NDN. Also, the degree of interaction required was listed.

During the third quarter, the TAB RSU III staff interacted informally with other RSU staff members to ascertain whether or not TAB RSU III feedback was unique. Changes of varying kinds were reported from other

TAB RSUs. After confirmation of some commonality, the TAB RSU III staff rank-ordered the requests for role-common technical assistance in order to "gear-up" to meet the changing requests. When resources were inventoried, a "second-layer" of needs emerged - needs peculiar to the NDN as a rapidly growing and expanding system. Moreover, these needs had to be further expanded and delineated before constructive technical assistance to role-common needs of D/Ds and SFs could be met, because one set affected the other in an interactive manner. An initial attempt, speculative in nature, was made to identify the NDN-type needs, but little or no closure was gained. It was decided to monitor both feedback techniques/instruments for another quarter and then to re-examine the issue.

Toward the end of the first contract year, sufficient feedback had accrued to draw the following conclusions:

(1) The nature, scope, and extent of technical assistance required by clientele within the Southeastern Region had increased substantially from what had been originally anticipated. The provision of individual D/D and SF (role-unique) specialized assistance was necessary and should remain as a core or basic form of technical assistance. However, technical assistance should be enlarged to provide role-common assistance in the form of small (state) and large (regional) group settings. Such assistance would deal with concerns, such as, monitoring adoptions, gaining protocols, interfacing with other role groups in the NDN, evaluation requirements, and so on.

(2) The NDN, organismically speaking, had evolved (and would continue to evolve) sufficiently in nature to possess unique needs that were not present or apparent at small increments of time past. Its efficiency in its continued growth pattern would be a function of how effectively, technically and fiscally speaking, it could operate. Consequently, it should move to a higher level of sophistication to broaden itself as a macro-delivery system. It should explore the advantages of a link-up with other people, systems, and institutions already in existence for purposes of mutual gain. Also, it should explore the possible use of media technology as an asset to it and its component parts. Lastly, it should explore computerized information and communication systems for employment in its continued growth period.

(3) The TAB system, viz., CSU and RSUs, should perceive the NDN's needs (macro and micro) in advance in order to be able to provide timely and sufficient technical assistance.

(4) Inter-regional interfacing between the TAB RSUs should be initiated in order to maximize information flow and resources that would be directed toward providing timely and sufficient technical assistance to the NDN, as a system, and to its componant parts.

These findings, observations, and conclusions were shared by the Director, TAB RSU III, with other RSU personnel, CSU personnel, and USOE offices during the final quarter of the first project year. Feedback gained set the direction for planning the diversity and scope of operations for the second contract year.

PLANNING

The objectives employed during the first year were selected again for the second contract year. Heavy emphasis was placed on using planning as a major activity during the second year. Also, interim assessments of what had been accomplished would be employed at three month intervals to evaluate the soundness of each planning segment. It was decided to focus efforts during the second contract year in seven distinct areas. These areas would provide a substantial degree of coverage to (a) role-unique (individual) clients, (b) role-common (group) clients, and (c) to the NDN itself, as a macro-delivery system. The seven areas were as follows:

(1) To continue to provide role-unique clients (primary and secondary) with specialized technical assistance concerning their project role by the use of consultants from the TAB Resource Bank, as had been accomplished during the first year;

(2) To continue the employment of a dual feedback system used during the first year;

(3) To provide role-common clients with technical assistance via small group (state) and large group (region) conferences and workshops;

(4) To develop and employ a dual feedback system for use with role-common clients;

(5) To initiate exploration activities with selected non-NDN research and development (R & D) organizations, non-NDN educational laboratories, and institutions of higher education (IHEs) in order to gain solutions to problems known to be present in high growth rate systems, such as the evolving NDN;

(6) To investigate the use of state-of-the-art media and technology, especially computers, to provide an optimum flow of information to and from TAB RSU III clients; and

(7) to explore the development of inter-regional interfaces between TAB RSU III and other RSUs in order to share information cooperatively.

ACTIVITIES
(October 1978 - March 1979)

This section contains the activities of the TAB RSU III staff that have been accomplished during the first six months of the second contract year. They are divided into five categories (a) role-unique (individualized) technical assistance, (b) planning and coordination efforts for role-common (group) technical assistance, (d) planning and coordination efforts for NDN's system needs, and (e) NDN technical assistance.

Role-Unique (Individualized) Technical Assistance

Table 1 contains a summary of the role-unique technical assistance provided to the Southeastern Region's clients during the six month period.

TABLE 1

Technical Assistance Provided to Clients by Skill/Need Areas

Skill/Need Area	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Communications	1	1	2	1	2	3
Public Relations/ Marketing	1	2		3	2	4
Organization/ Planning	7	2	1	2	2	1
Evaluation/ Documentation	5	2	2	5	1	12
Problem Solving/ Diagnosis	2	1			2	1
Resource Acquisition Utilization			3			3
Management/Implementation	3	2		1	3	

Planning and Coordination Efforts for Role-Common (Group) Technical Assistance

Activities accomplished in this category are listed by months.

October 1978:

1. Analyzed feedback data accrued during final quarter of first project year. Major result was need to conduct a regional conference/workshop as soon as possible.

2. Activities initiated to conduct conference in December at Atlanta for all Southeastern SFs and D/Ds. These included contacts with personnel from USOE and ROEP III and IV, RSUs, and selected SFs and D/Ds from outside and inside TAB RSU III region for participation in conference/workshop.

3. Informed RSUs of conference plans.

4. Arrangements made with the following non-NDN organizations to present at Atlanta Conference (a) an educational laboratory (AEL), (b) an educational R & D organization (Southeast R & D Consortium), (c) an educational diffusion system employing advanced technology (AESP),and (d) an IHE entity (Teacher Center, Syracuse Univ.).

5. Feedback system data analyzed.

November 1978:

1. Agenda for December conference at Atlanta finalized.
2. Instructional letter and agenda mailed to all SFs, D/Ds, SEAs, RSUs/CSU, USOE, ROEP III and IV; and to all scheduled presenters.
3. Feedback system developed for role-common clients' technical assistance.
4. Feedback system data analyzed.

December 1978:

1. Formal feedback from Atlanta conference used to develop planning strategies for future conferences (June, 1979).
2. USOE and ROEP III and IV personnel contacted to gain reactions to planning strategies.
3. Interim (3 mo.) assessment of accomplishments.
4. Feedback system data analyzed.

January 1979:

1. Activities initiated to delineate evaluation requirements for clients in Southeastern Region.
2. ROEP III personnel contacted to gain reactions and feedback on preliminary activities and progress made.
3. Activities initiated with Appalachian Educational Laboratory on feasibility of conducting a joint AEL/TAB/RSU-III Regional Dissemination Forum.
4. USOE personnel contacted for reaction to planning and implementation strategies for remainder of contract year.
5. Feedback system data analyzed.

February, 1979:

1. Activities continued with Appalachian Educational Laboratory for conducting joint AEL/TAB/RSU-III Regional Dissemination Forum.
2. Arrangements made with NDN/DDs/AESP and Appalachian Regional Commission for developing telecommunications study.
3. Feedback system data analyzed.

March 1979:

1. Interim (3 mo.) assessment of accomplishments.

2. Developed work plan for second six months' operations and activities.

3. Combine planning activities with ROEP III for JDRP process workshop to be conducted in HEW Region III.

4. Develop a BEH Media technology proposal in cooperation with AESP and Appalachian Regional Commission.

5. Feedback system data analyzed.

Role-Common (Group) Technical Assistance

1. Conducted a regional conference on December 6, 7, 1978, entitled "Southeastern State Facilitator-Developer/Demonstrator Project Conference Number One".

   Conference Objectives:

   a. to acquaint southeastern SFs and D/Ds with the existence and operations of other dissemination programs in the region;

   b. to acquaint non-NDN dissemination programs within the Southeast's NDN actors;

   c. to give the region's NDN members the opportunity to strengthen their relationships so they might work together more and more effectively;

   d. to provide workshops for the SFs and D/Ds in areas they had previously requested;

   e. to begin setting an agenda for the region on the basis of which RSU III could make plans for future activities.

   Vehicles Used:

   Formal presentations, role-common workshops, formal and informal small group interactions, and open forum.

   Outcomes:

   a. Successful fulfillment of objectives.

   b. List of needs for future technical ass'stance.

   c. Three broad areas of concern for TAB RSU III and clients.

d. NDN role group presentations (USOE, ROEP, TAB(CSU and RSUs))

e. Non-NDN institutions presentations (Southeast R & D Consortium, Appalachian Educational Satallite Project, Appalachian Educational Lab Regional Exchange, Syracuse University's Teacher Centers).

f. D/D role group workshop outcomes.

g. SF role group workshop outcomes.

h. Open forum determined as high interest activity.

2. Employment of role-common clients' technical assistance feedback system.

3. Conference report generated for client, TAB, ROEP, and USOE use.

4. Copies of conference report distributed.

Planning and Coordination Efforts for NDN's System Needs

Activities accomplished in this category are listed by months.

October 1978:

1. Activities initiated with Appalachian Educational Laboratory to explore potential linkages and cooperative efforts of NDN/TAB/RSU III and AEL.

2. Activities initiated with Appalachian Educational Satellite Project to explore potential linkages and cooperative efforts of NDN/TAB/RSU III and AESP.

3. Activities initiated with Southeastern Research and Development Consortium to explore potential linkages and cooperative efforts of NDN/TAB/RSU III and SR & DC.

November 1978:

1. Exploration activities with AEL, AESP, and SR & DC continued.

2. Activities initiated to explore possible IHE interfaces with NDN/TAB/RSU III within the Southeastern Region.

December 1978:

1. Exploration activities with AEL, AESP, and SR & DC continued.

2. Interim (3 mo.) assessment of accomplishments.

January 1979:

1. Exploration activities with AEL and AESP continued.

2. Activities initiated to explore media and to determine the manner in which it might assist in expanding the NDN.

February 1979:

1. Exploration activities with AEL continued.

2. Activities initiated to form consortium with AESP and Project ACTIVE (Oakhurst, N.J.) to conduct exploratory research with the AESP in the dissemination of a nationally validated product.

March 1979:

1. Interim (3 mo.) assessment of accomplishments.

2. Developed work plan for second six month's operations and activities.

NDN Technical Assistance

March 1979:

1. Formed consortium with Appalachian Educational Satellite Program and Project ACTIVE for research purposes that will provide solution data to the NDN.

2. Developed a technical proposal jointly with AESP and Project ACTIVE entitled "Interagency Telecommunications Research Project." Submitted same to HEW/OE/Bureau of Education for the Handicapped.

Purpose of Proposed Research Project:

To explore the parameters of a multiagency collaboration whereby outstanding nationally validated education programs which address needs of handicapped children will be delivered to teachers via a high technology based telecommunications system.

Goals of Proposed Research Project:

a. To adapt and produce instructional materials, media, and products to meet the identified needs of the parents and teachers of the handicapped;

b. To demonstrate new programs, practices, and products which contribute to the education of handicapped persons through the use of instructional materials, media, and technology;

c. To make available through cost effective means for awareness, training and technical assistance, adoption and maintenance, exemplary nationally validated programs adapted through educational media for meeting the needs of parents and school districts serving the handicapped.

During the month of March, 1979, the Director, TAB RSU III and staff reviewed the accomplishments of the first six months, feedback accrued through the two feedback systems, and regional priorities. A work plan for the second half of the contract period emerged from this review. Highlights from this work plan are presented next to provide the reader with continuity of actions that were precipitated.

Date	Activity	Expected Outcomes
April 1979	TAB awareness sessions with ROEP IV Commissioner and staff	Enter into future planning of mutual activities, e.g., dissemination forum
May 1979	Planning session with ROEP IV staff to provide for SEA awareness of NDN programs and activities	Plan for involving different SEA divisions in NDN activities
May 1979	Plan and provide JDRP process workshops in Virginia and Georgia	Develop model JDRP process workshop for LEAs in the Southeast; increased knowledge of LEA project staff regarding JDRP process
May 1979	Establish computerized facility	Establishment of central area for data collection; utilization of consultant bank in matching consultants with TA needs; analyze data from cooperative study; utilize for internal monitoring/evaluation; interface with TAB system
June 1979	Regional Dissemination Forum planning session with ROEP IV and Appalachian Ed. Lab	Management plan for the Regional Dissemination Forum

Date	Activity	Expected Outcomes
June 1979	Plan and provide second regional technical assistance for NDN clients	Increased information and skills in areas covered
June 1979	Planning sessions with four SF projects based in higher education settings	Increased involvement of higher education in NDN; expanded consultant pool
July 1979 (and quarterly thereafter)	Develop and distribute regional newsletter for sharing of information	Increased sharing of information
July 1979	Southeast Regional Awareness Conference	To increase the knowledge of SEA and LEA personnel toward NDN programs and operations. This will enable these personnel to select appropriate programs and practices that will work in their specific areas
August 1979	Provide group and/or individual follow-up on leadership and evaluation to regional technical assistance workshop participants	Higher level of implementation of leadership and evaluation activities; provide information for planning future sessions
August 1979	Plan third regional technical assistance workshop	Develop plan for workshop
September 1979	Participate in Regional Dissemination Forum	Increased knowledge and skills in dissemination of participants; solidification of cooperative relationship
Continuing	Place into operation strategies developed in higher education planning session	Increase level of involvement of higher education institutions in NDN and expansion of resource pool
Continuing	Orientation, technical assistance needs assessment, and on-site visits to new D/Ds and SFs	Individual technical assistance plan for each D/D and SF; increased knowledge of and participation in NDN
Continuing	Cooperative study with AESP to determine the effectiveness of utilizing a telecommunications system in support of NDN activities	Research and evaluation report; list of products and processes needed by D/Ds and SFs in using telecommunications

Date	Activity	Expected Outcomes
Continuing	Coordinate technical assistance services to clients in presenting NDN to regional professional organizations	Increased knowledge and support of NDN activities by other professionals
Continuing	Coordinate individual role-unique technical assistance	Satisfactory solution to technical assistance problems
Following workshops	Prepare and circulate to network members an analysis and summary report of workshops	Feedback and planning information to be provided to clients

SUMMARY

Perusal of this status report should indicate to the reader the following events:

(1) Changes in the evolution of the NDN during the first contract year placed new requirements and needs on NDN contractors that were different from those anticipated.

(2) The new needs required new forms of technical assistance from the TAB RSU III.

(3) Attempts by the TAB RSU III to meet expanding client needs resulted in an awareness that three distinct types of technical assistance should be provided, viz., individualized or role-unique, group or role-common, and NDN macro-system needs.

(4) TAB RSU III planned their first six months of operations in the second contract year to provide some degree of technical assistance in all three need areas.

(5) Substantial success was achieved during this period in providing such assistance.

(6) Feedback gained by the end of the first six months indicated that the direction taken was appropriate.

(7) Activities scheduled for the second half of the second contract year will continue in this direction, but will increase in intensity.

(8) Feedback gained from the second half of the second contract year will be used to set the direction and scope of operations for the subsequent contract year.

TECHNICAL ASSISTANCE BROKERAGE
REGION IV
SEMI-ANNUAL REPORT

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Introduction

Region IV of the Technical Assistance Brokerage enjoys a participatory relationship with a variety of constituents. Within the eight states that constitute Region IV, there are thirty (30) State Facilitators; eighteen (18) Developer/Demonstrators (funded); eight (8) Developer/Demonstrators (unfunded); and representatives from State Education Agencies, the Southwest Educational Development Laboratory, CEMREL, and the Regional U. S. Office of Education, in addition to individuals from the educational and business community who serve as consultants. These participants who interact at various intervals exemplify one of the fundamental premises upon which the Technical Assistance Brokerage operates: strong leadership and credible resources. The Region IV staff, in our effort to ascertain client needs and provide quality assistance to meet such needs, relies on this open communication and cooperative sharing we experience with our constituents. The following pages summarize regional planning, programming, and subsequent response that has occurred within Region IV duing the past six months.

REGIONAL DIRECTIONS

Region IV has gone through a period of transition and growth, as has the entire Technical Assistance Brokerage System. On an organizational level, we have felt the impact of TAB's evolution into a multi-dimensional support system for the National Diffusion Network. Increasingly throughout the past six months, the System has been strengthened by the coordination and integration of regional operational procedures and programmatic planning. We feel, however, that the integrated systems approach to providing comprehensive delivery of technical assistance is enhanced by the unique regional characteristics and potential which "feed into" the System's overall focus and direction.

In response to the shift from brokers to programmers, Region IV is attempting to encourage an open communication relationship with its constituents. This has provided the framework for a variety of activities to occur: need sensing, programmatic planning based on regional priorities, response to individual priorities, collaborative efforts, both inter- and intra-regionally and expansion of human and material resources. All have resulted in the timely and systematic delivery of technical assistance on an individual and regional basis, client opportunity to experience and learn new skills, and the development and distribution of relevant educational products.

The need sensing activities in Region IV have been a continuous process. We began the past six-month with the distribution of a formal

discrepancy format needs assessment to all clients. (See Table 1 on page 13). Together with telephone communications reflecting client needs, the data yielded from the administration of the instrument was utilized to help us focus on and plan for group technical assistance seminars to meet the expressed needs. In determining the mechanism to meet the needs ascertained, the "TAB Donut Seminar Series" was conceived. One or two day seminars were organized to focus on skill areas which are of greatest perceived importance to Region IV clients. Without neglecting or failing to serve clients on an individual basis, the regional staff has been and will continue to be cognizant of the cost effectiveness of grouping clients with related needs and rendering specialized assistance.

As a result of expressed client needs, we have made a concerted effort to enlist persons with specialized areas of expertise within the NDN, as well as outside the Network, to serve as consultants for the Technical Assistance Brokerage. These consultants lend their special skills to individual and group client sessions, therefore, with an increased sensitivity to the parameters and requirements of NDN participants.

In addition to focusing our attention on developing communication exchange with clients, increasing the number of consultants in our Resource Bank, and planning relevant programs for the Donut Seminar Series, we have taken the time to refine operational procedures within the Region IV office. In a continuous dialogue with the Central Service Unit, the regional staff has delineated new and more responsive methods and proce-

dures for delivering technical assistance. Creating, disseminating and recycling of system products in a continuos effort to expand regional capabilities has characterized the past six months of TAB, Region IV operation.

REGION IV ACTIVITIES

In an effort to synthesize and summarize the task-oriented delivery of technical assistance during the preceding six months, activity strands will be used to cluster accomplishments. It should be remembered that, in addition to specific activities, the communications network, product development and delivery system, and the initiation of an evaluation process - - all described in other sections of this report - - are to be considered comprehensive accomplishments in Region IV.

PUBLIC RELATIONS/MARKETING/MATERIALS DESIGN

In October, Bob Sloan from Region XII Education Service Center in Waco, Texas, made a multi-purpose visit to Wichita, Kansas. Dividing his time among Jim Connett (State Facilitator), Jane Connett (Developer/Demonstrator) and Joyce Mattson (Developer/Demonstrator), Bob shared with them techniques for the preparation and utilization of multi-media materials for project use. Included in the techniques discussed were: (1) planning and preparation of visual aids using available materials, (2) communication with media personnel, (3) sub-contractual possibilities and responsibilities, (4) cost and price estimates, and (5) production planning aids, such as PERT charts, etc. Mr. Sloan repeated the technical assistance session again in February for Jim Mason (Developer/Demonstrator, Oklahoma). All participants in Mr. Sloan's sessions stated their needs had been successfully met in a most positive manner.

In March, Region IV's newest D/D Jeanne Leffler, Project Director of CAP, met with Gene Vitale, Director of Media at Southwest Educational Development Lab, for the purpose of reformatting project materials to reduce reproduction costs. Following a discussion of the purpose, need and demand for project materials, Mr. Vitale suggested alternatives and cost estimates for redesigning, photo reducing, and repackaging materials.

In April, the Orsborn Group, a public relations firm from San Francisco, California conducted an all-day seminar, "Publicity: How To Get It! How To Use It!," in Dallas, Texas. Approximately forty (40) clients from both Regions II and IV attended the seminar.

Sue Anders, Director of Public Information for Northlake College, Dallas Community College System, critiqued and redesigned the logo used on all correspondence and materials going out of Jerome Brock's Facilitator Office.

EVALUATION/JDRP PROCESS

In October, RMC's Peter Treadway, returning to California from the East, met with Jane Connett (Developer/Demonstrator, Kansas) to inform her of the processes and procedures of evaluation most applicable to her project. Ms. Connett has been asked to provide input to Region IV's Evaluation Task Force.

In February, prior to the NDN Mid-Winter Conference, Missouri Facilitator Jolene Schulz met with consultant Ralph Parish. Mr. Parish

assisted Jolene with the development and revision of various forms that comprise part of the Facilitator Evaluation Model. Ms. Schulz will also be providing input to the Evaluation Task Force as TAB begins the planning process for evaluative technical assistance.

In February, Doctors Fred Fifer and Ann Bennett presented two sessions of the JDRP Seminar during the Texas Facilitator Awareness Conference in Lubbock, Texas. Most of the 45 conference participants were local school district, Texas Education Agency, and U.S. Office of Education personnel. Few facilitators were able to attend the seminar because of assigned conference responsibilities. Therefore, at the request of the Texas Education Agency, Region IV is sponsoring a second three (3) hour JDRP Seminar on June 4th. All Region IV facilitators will be invited to attend. Both the guide book, "Getting It All Together," developed by Doctors Fifer and Bennett, as well as related materials, will be distributed to the June 4th participants.

LEADERSHIP MANAGEMENT

In March, Pat Martin (Texas Education Agency) and Sara Murphy (State Facilitator, Arkansas) represented Region IV at the initial Leadership Management Training Workshop sponsored by Region II and conducted by Fred Hayen. Impressed with Dr. Hayen's expertise in Leadership Management, Dr. Murphy requested his assistance with and participation in the Arkansas Facilitator Planning/Team Building Retreat. Dr. Hayden, who has been

working with the Region II TAB staff in developing a leadership management model for all TAB clients, provided the Arkansas Facilitators and State Department Staff with assistance in examining and building leadership skills. At the retreat, Dr. Hayen discussed a means of assessing organizational needs and behaviors in order to maximize individual and organizational strengths. Pat Martin (Texas Education Agency) and Jim Connett (State Facilitator, Kansas) also attended the two-day retreat.

Pat Martin, Jim Connett and Sara Murphy, are being trained as Leadership Management trainers, and will attend the second session for the Leadership Intern Trainer Program this May in Minneapolis, Minnesota. Following this session, Region IV staff will meet with our trainers for the purpose of planning a series of Leadership Management Training Seminars for all interested Region IV clients.

ADJUNCT ACTIVITIES

In December, Charlie Henderson provided consultative assistance to Jane Zwahr (State Facilitator, Texas) on the process of establishing a demonstration site. A follow-up session was scheduled in January to develop and refine: 1) brochures; 2) slides and accompanying script; 3) visitation check list and 4) appropriate instruments to collect and evaluate organizational data.

Ms. Zwahr and Mr. Henderson have completed the first draft of a brochure outlining a one-day seminar on "From Adopter to Demo." Region IV

staff will be assisting with the final copy of the brochure, as well as providing a forum throughout the region for presenting the seminar to other clients.

In October, Jerome Brock (State Facilitator, Mississippi) was provided the opportunity to have a two-day on-site visit with Bob Shafto, the Maine State Facilitator. Activities for the two-day visit focused on the operation of a facilitator office, the role of the facilitator and the organization of an effective awareness conference. Mr. Brock reported that the sharing session was most beneficial to him in his new role.

In March, Region IV's Jim Owens participated in the Rural Facilitator meeting in Madison, Wisconsin sponsored by TAB Region II. The group discussed problem areas related to facilitating rural adoptions, i.e., obtaining resources for providing technical assistance to rural schools; adapting State Facilitator and Developer/Demonstrator behavior when working with rural schools; establishing rural-based demonstration sites; representing rural school concerns at national meetings and conferences; and evaluation in rural systems. Follow-up activities will include a six month plan to address the problem areas and regional meetings to establish key strategies appropirate for each region to facilitate rural adoptions.

Virginia Cutter's CITE resource staff met with Frank Mattas from SMERC to work through design/revision of forms and goal-setting strategies as they relate to resource centers.

Jim Owens (State Facilitator, Louisiana) was provided consultative assistance from Harold Ledford on the topics of facilitating the adoption process thru awareness conferences, and a publicity campaign focused on implementing NDN programs in local school districts.

Jim Madigan, President of Corporate Consultants, spent one and a half days with Missouri State Facilitator Jolene Schulz and her staff. Mr. Madigan provided a critique on work atmosphere, physical environment, personnel, communication, administration, organization, effectiveness, procurement, evaluation and dissemination.

The training manual for the Texas Follow Through Bilingual Project prepared by Yolanda Gonzalez, Rosie Bonilla and their staff, was critiqued by Lillian White-Stevens.

FOCUS ON TOMORROW

TAB Region IV has already begun to lay the foundation for future client service by stressing the design and implementation of a planning and evaluative process that will enable decisions to be made by regional staff concerning alternative service delivery modes. A model has been designed and will be installed as a framework for planning, conducting and evaluating services rendered to clients. Needs assessment, context and product evaluation, and resource management shall be part of the planning and evaluative framework.

To initialize the process individual and regional client profiles will be developed based on formal and informal needs assessement strategies. Discrepancies will be identified, prioritized and translated into client need statements or profiles. Once needs have been ascertained, an administrative management plan will be developed and communicated to clients that operationally structures how needs will be met.

Management plan components and client profiles will be formatted so that Region IV staff may focus on individual and/or group service requirements. Utilizing an individualized communications process, Region IV will design specific services for unique constitutent needs, subnetworks of shared needs and common regional needs, resulting in a three-tiered delivery system. Evaluation of staff services, materials, products, etc., will then be conducted with a feedback loop to clients.

The beginning phase of the planning and implementation process, we have described, will, of course, require individual client follow up assistance and expanded human and material resource capabilities. In essence, TAB Region IV has envisioned a comprehensive client-oriented approach to delivering technical assistance -- one that is rooted in sound evaluative techniques to insure a service system of true value to its consumers. We are confident that our planning structure we have outlined will produce future services, products and outcomes to meet the needs of our clientele.

SUMMARY OF D/D AND SF PERCEIVED NEEDS

BY SKILL CLUSTER

State Facilitators: N=16
Developer/Demonstrators: N=9
Total: N=25

Skill Cluster Number	Skill Cluster	Skill Statement Number	Skill Statement	Importance Mean		Present Performance Mean		Adjusted Need Index		Need Rank Within Skill Cluster		Skill Cluster Need Rank		Overall Need Rank
				D/D	SF	D/D	SF	D/D	SF	D/D	SF	D/D	SF	
I	Communications	1.1	Preparing and targeting program materials and oral presentations in the context of a total diffusion strategy.	4.22	4.25	4.00	3.81	4.64	9.35	2	2	3	7	7
		1.2	Organizing and implementing training programs.	4.33	4.00	4.33	3.81	0.0	3.50	3	3			
		1.3	Establishing and maintaining communication with clients and NDN participants.	4.33	4.44	3.67	4.00	14.29	9.77	1	1			
II	Public Relations and Marketing	2.1	Developing and implementing public relations strategies targeted to clients and significant others.	3.89	4.07	3.78	3.20	2.14	17.71	1	1	7	2	6
		2.2	Identifying and using incentives in the diffusion process.	2.89	3.73	2.89	3.13	0.0	11.19	2	2			
III	Organization and Planning	3.1	Defining roles and responsibilities in the diffusion process and preparing adoption plans.	4.56	3.88	3.89	3.69	15.28	3.69	2	3	1	6	1
		3.2	Adapting programs and diffusion strategies to meet client needs.	4.44	4.06	4.33	3.69	2.44	7.51	3	2			
		3.3	Providing ongoing assistance to adopter sites.	4.44	4.00	3.33	3.12	24.64	17.60	1	1			
IV	Evaluation/ Documentation	4.1	Developing, implementing, and reporting program evaluations.	4.22	3.50	3.44	2.94	16.46	9.80	1.5	2	2	5	2
		4.2	Developing, implementing, and reporting adoption site evaluations.	4.22	3.38	3.44	2.56	16.46	13.86	1.5	1			
		4.3	Documenting program diffusion strategies.	3.67	3.56	3.33	3.12	6.24	7.83	3	3			
V	Problem/Solving Diagnosis	5.1	Developing and implementing strategies for matching programs to client needs and organizational structure.	4.44	4.38	4.33	3.44	2.44	20.55	2	1	6	1	4
		5.2	Diagnosing problems in adoption sites.	4.22	4.19	3.89	3.69	6.96	10.48	1	2			
VI	Resource Acquisition/ Utilization	6.1	Assisting clients to analyze fiscal needs and to identify potential resources.	3.78	3.88	3.69	3.38	2.08	9.70	3	2	4	3	3
		6.2	Developing and maintaining contacts with other D/Ds or SFs, state, federal, and private agencies.	4.22	4.06	3.33	3.62	10.78	8.93	1	3			
		6.3	Acquiring information on planned change, curriculum trends, dissemination and state, federal and local priorities.	3.89	4.12	3.56	3.31	6.42	16.69	2	1			
VII	Management/Implementation	7.1	Establishing and maintaining a network of adopters and turkey trainers.	3.89	3.94	3.00	3.31	17.31	12.41	1	1	5	4	5
		7.2	Managing adoptions in various types of districts and at a distance.	3.56	3.56	3.11	2.88	8.01	12.10	2	2			
		7.3	Developing skills in adoption contracting, use of grant related income, record keeping, budgeting, and use of advisory councils.	3.78	3.62	3.89	3.19	-2.08	7.78	3	3			

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An analysis of Table I reveals that overall, the highest perceived need of all respondents is in the area of Organization and Planning. The lowest perceived need relates to skills in Communications. Within the highest need skill cluster, Organization and Planning, both D/D's and SF's indicated their greatest need was in "providing ongoing assistance to adopter sites."

Developer/Demonstrators, when analyzed as a separate respondent group, stated their highest priority need to be in Organization and Planning, and their lowest need to be in the Public Relations and Marketing skill cluster. On the other hand, State Facilitators indicated their greatest perceived need was in Problem Solving/Diagnosing while their lowest need for skill development was in Communications.

An analysis of how respondents ranked each skill statement, from highest perceived need to lowest, was also performed. Overall, both D/D's and SF's ranked Statement 3.3 in the Organization and Planning cluster as the highest priority need. Developer/Demonstrators as a group also ranked Skill Statement 3.3 as their highest need, while State Facilitators revealed their greatest need to be related to Skill Statement 3.1 in the Problem Solving/Diagnosis skill cluster. The top ten priority skill statement needs, in descending order of priority, and their adjusted need index ANI values are presented below:

SF'S (N=16)		D/D'S (N=9)		OVERALL (N=25)	
Skill Statement	ANI	Skill Statement	ANI	Skill Statement	ANI
3.1	20.59	3.3	24.64	3.3	21.12
2.1	17.71	6.2	18.78	4.2	15.16
3.3	17.60	7.1	17.31	7.1	14.86
6.3	16.69	4.1	16.46	6.2	13.86
4.2	13.86	4.1	16.46	4.1	13.13
7.1	12.41	3.1	15.28	1.3	12.03
7.2	12.10	1.3	14.29	6.3	11.56
2.2	11.19	7.2	8.01	5.1	11.52
5.2	10.48	5.2	5.96	7.2	10.06
4.1	9.80	6.3	6.42	2.1	9.92

TAB REGION V

SUMMARY REPORT

October 1978 to March 1979

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103

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SUMMARY REPORT

October 1978 to March 1979

MAJOR THRUSTS AND ACCOMPLISHMENTS

1) SERVICING SUBGROUPINGS OF CLIENTS

a) Newly-Funded Projects

Four state facilitator and seven developer/demonstrator projects comprised the "new client" grouping. All received technical assistance services via a workshop or a one-on-one mode. TA for this client group focused primarily on areas related to their becoming fully functional members of the National Diffusion Network.

State Facilitators

Facilitators were given the opportunity to interact with experienced facilitators through one-one-one visitation. The Hawaii and Alaska Facilitators each spent onsite time with the Washington State Facilitator to develop overall state facilitator strategies. The Nevada State Facilitator received an onsite visitation by the Arizona State Facilitator for the same purpose. In addition, all newly-funded state facilitators participated in a workshop held at Far West Laboratory on December 12-13, 1978. The overall purposes of the workshop were to help assimilate the four newly-funded state facilitators (Hawaii, Alaska, Montana and Nevada) into the NDN, as well as to help meet the identified individual needs of the participants. The agenda for the workshop was built around workshop participants' responses to a needs sensing questionnaire designed by workshop leaders to try and meet the needs of the newly-funded facilitators.

Two experienced facilitators led the meeting and several organizational models of state facilitator projects were discussed, as well as a variety of

functions state facilitators performed in individual states. The participants were given the opportunity to sit down to discuss major strategies of SF functions depending on whether they saw themselves as primarily linkers or organizational interventionists. It was emphasized that it was not an "either or" question but rather what will work best for the individual facilitator in view of their time and funding level. Three experienced facilitators provided workshop participants with an overview of their program operations and two representatives from a D/D project participated in a discussion on how D/Ds and SFs work together. Each newly-funded SF identified in a small group setting the processes their project planned to employ and developed a plan of action for program operations.

TAB and ED Materials/Support Center staff members presented the services available to state facilitators through their respective programs.

Developer/Demonstrators

All newly-funded D/Ds were invited to participate in work sessions with specialized area consultants during the first day of a Public Relations/Publicity workshop held at Far West Laboratory on November 10-11, 1978. Small group or individual sessions concentrated on materials development, training designs and evaluation. An opportunity was provided for D/Ds to practice their awareness presentations in order to obtain feedback from consultants and peers. Participants were also given the opportunity to meet in small groups for discussion and sharing of D/D operations. Individual followup sessions with newly-funded D/Ds were scheduled based on needs determined at this workshop.

b) "Veteran" Facilitators and Developer/Demonstrators

Developer/Demonstrators

A workshop was developed in conjuction with a San Francisco-based public relations firm to provide experienced D/Ds with training in a variety of public relations techniques.

The objectives of the workshop were to take the mystery out of media, and to give practical tools that will assist D/Ds in getting added credibility and visibility for their program in both their home sites, and in adopting districts.

In a practice presentation session, in which D/Ds attempted to "sell" their story to a local newspaper editor, the following points became apparent:

1. Many had difficulty using language that would be easily understandable to layment, including the community media. The number of "in" words that worked in communicating to other educators, but that left the audience cold, was noted.

2. In presenting a program, D/Ds needed to be able to get down to a concrete description of their program that includes process, as well as result. In other words, it is not enough to interest a media person to do a story by saying, "we help handicapped children." How one helps the children, specifically and uniquely, must be included.

3. If you can relate your program to the larger social picture--implications on a community-scale--you have a better chance of placing your story.

4. Educator "buzz" words, such as "individualized instruction," or "parent involvement," may be important keys to catching media interest in your own town, but when you present your program in another state, that same terminology may be out-dated or out of favor.

In addition to a discussion of these basic principles, specific tools helpful in communicating to media were shared. These included press releases, calendar listings and public service announcements.

State Facilitators

A workshop was held at Far West Laboratory on March 28-29, 1979 to provide an opportunity for facilitators to:

1. Share evaluation strategies
2. Identify information needs
3. Develop more comprehensive evaluation plans
4. Discuss overall SF operations/issues.

The two major outcomes for participants were:

- The exchange of information among SFs that the workshop facilitated, and
- The opportunity for SFs to have DER's expectations of them clarified.

Beyond these overriding outcomes, the workshop participants were able to reduce their evaluation concerns to four areas:

1. How to conduct an evaluation that is not an imposition on the client, yet obtains the information needed.
2. How to assess the fidelity of adoptions. What is fidelity. To whom is it a concern?
3. How to evaluate with methods other than paper and pencil tests?
4. How to determine what should be evaluated, by whom. How to coordinate evaluation efforts and data storage and retrieval.

The facilitators were divided into three workgroups to tackle the above issues. Their reports follow.

Group One - This group operated under the assumption that evaluation is the responsibility of the state facilitator. It decided that:

1. SF needs to know what D/Ds are doing and viceversa;
2. Evaluation is not an addon, but a vital part of adoption;
3. Use available existing data to extent possible;

4. Change attitudes toward SF and toward evaluation by such techniques as changing the term "adoption agreement" to "installation plan."
5. SF approach can be that of brokerage or organizational development, each SF must use most appropriate approach.
6. First-year learner data should be collected only as baseline.

Group Two - The members of this group concluded that there are commonalities across SFs such as:

1. Evaluation audiences include LEAs, teachers, SEAs, OE and SFs.
2. Information needed includes the extent to which SFs meet their own objectives.
3. Concern with level of implementation that occurs.
4. SFs and D/Ds are concerned with student impact data.

This group also concluded that the process of arriving at an adoption agreement is the most appropriate point at which evaluation concerns and responsibilities shoudl be raised with D/Ds and LEAs. This way clients will not view evaluation as an imposition and the SF can help D/D and LEA adapt evaluation needs to client resources.

Group Three - This group did not come to any conclusions about the four evaluation issues. Group members were more concerned about documenting services that were provided but did not result in adoptions than any other area. One suggestion was use of transaction records to document such services.

The concensus of the whole group appears to be that a critical point insofar as evaluation planning is concerned is the time during which adoption agreements are arrived at. At this point all relevant parties can be involved in planning the evaluation activities and establishing roles, responsibilities, and coordinating mechanisms. The SFs, however, must assume responsibility for overseeing this process and for planning the evaluations of their own project activities.

Participants drew up a list of issues to be addressed to DER:

1. The facilitators would like to have the core D/D material identifications as soon as is reasonably possible. They would certainly like to have them not later than September or October, 1979.

2. Very often facilitators conduct activities with clients in order to meet their needs, the result of which does not result in an adoption of an NDN program. It is, therefore, not possible to include these data in adoption information. They would like DER to provide some process by which facilitators could report this type of activity.

3. The SFs felt it would be very helpful to have a list from the developers of the potential and actual adoptions they feel they have within each state.

4. The group would like to recommend that DER seriously consider a policy that says: "the only adoptions that will be counted as adoptions by DER will be those that the D/D, SF and client agree are in place." This process would enhance the communication of all vital actors in an adoption.

5. The group would like to recommend to DER that a policy be made requiring that prior to JDRP approval and before making application to DER for funding, each JDRP project should receive a complete orientation to the NDN. It is essential that potential projects understand what JDRP approval means.

6. The group would like to suggest to DER that the project submission proposal to JDRP include an extra page which could be the abstract that would go into Educational Programs That Work. Therefore, with every program that was approved, this page could automatically be sent to ED Materials/Support Center. This way the catalog materials would not be delayed, it would be up to date.

7. Participants wanted to make sure that there was an understanding on the part of DER that in states where an emphasis had been placed upon turnkey trainer development it often led to a decrease in the diversity of adoptions, that is, the number of different programs in a state.

8. The facilitators, based upon their experience at this workshop, wish to communicate to DER that they felt the TAB organization would be the appropriate vehicle to coordinate and develop the evaluation system for the D/Ds and SFs.

c) Follow Through Projects

Technical assistance to Follow Through sites involved the carrying out of activities as planned during TAB site visits conducted last spring.

All the Follow Through sites attended the experienced D/D workshop on Public Relations techniques. In addition, the following services were provided:

Lame Deer - RSU V coordinated activities of the New Mexico SF and the Northern Cheyenne Follow Through staff in setting up a booth at the BIA Conference held in Tucson, Arizona November 14-16, 1978. As a result of the publicity generated by this conference, the Northern Cheyenne Follow Through project had several inquiries from Native American tribes for more information about the program.

Oakland - RSU V has provided review and critique of awareness presentation and materials consultations, and ongoing planning assistance.

Tulare - Help has been provided in the review and critique of awareness presentation and adoption agreements. A new request to provide revision and editing TA for training and program overview manuals is in process. Tulare has also requested future help with training designs, assessment of workshops and checklists for monitoring adoptions.

d) Potential JDRP Approved Projects

Assistance in submission of JDRP applications has been provided to the following groups:

1. Adult Education Projects

A nationwide screening of potential exemplary Adult Education projects was conducted at the request of DER/USOE Adult Education Division. A feedforward paper on "Joint Dissemination Review Panel Approval of Adult Basic Education Projects" was also developed (Appendix 1). Planning assistance to several projects is currently being completed.

2. Cities In Schools Project

Title I USOE/DER requested assistance in determining potential of CIS projects to obtain JDRP approval. TA has been given to the Oakland site with additional activity planned.

3. California Title IV-C Projects

At the request of the California State Facilitator a briefing session was held on the JDRP process for all third year California State exemplary projects. Preliminary review of data has resulted in two projects proceeding with submission.

2) CONTINUANCE OF ONE-ON-ONE BROKERING

Individual brokering of TA has focused mainly on revision of materials, improving program presentations, organizational management concerns, record-keeping and evaluation.

A "model" training design for training turnkey trainers was developed by Project Catch Up with the help of two TAB consultants. The model is adaptable to other D/D projects and is currently being field tested by the project. Preliminary results seem satisfactory and minor revisions might be necessary in the future.

A breakdown chart of purchase orders processed by TAB RSU V in the last six months follows:

TAB RSU V
PURCHASE ORDERS
October 1978 - March 1979

	Total	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Communications	9	2				5	2
Management/Implementation	2						2
Evaluation/Documentation	7		1			3	3
Public Relations/Marketing	1	1					
Organization/Planning	3	1	2				
Other/JDRP	11			6	2	2	1
TOTAL	33	4	3	6	2	10	8

3) MATERIALS DISTRIBUTED

The Far West Laboratory Regional Services Program donated to TAB their copies of the Diffusion Simulation Game." The game has been made available on loan to TAB Region V clients. Several clients have utilized the game in their training sessions including an out-of-region request.

A chart of D/D turnkey sites in Region V was compiled and distributed to all clients.

The Quarterly Regional Calendar of Events has been compiled and sent to all clients in the Region.

As a result of cooperative relationships established by TAB RSU V and the Far West Laboratory RDx System Support Service, several resource materials have

been made available and mailed to TAB RSU V client group: i.e., RRS Meetings Exchange (an ongoing publication), and Research Within Reach.

Materials distributed at workshops include:

- How to Plan a Successful Slide Presentation.
- Help is on the Way...Awareness Materials.
- Tips on Awareness Presentations.
- Examples of Press Releases.
- Writer's Guide, Teacher Magazine.
- The Orsborn Group Publicity Workshop Sources.
- Summary of Editorial Requirements -- Six Education Magazines.
- Core Journals.
- The Library Educational Resources Center -- Periodical Subscriptions.
- Goals and Objectives Activities Establishing a Management Plan. Kansas Education Dissemination Diffusion System.
- Organizational Diagnosis: Six Places to Look for Trouble With or Without a Theory by Marvin R. Weisbord.
- Group Process Facilitation Cube, Janice M. Druian, Northwest Regional Educational Laboratory.
- Resources for the Evaluation of An NDN State Facilitator, Bonnie Tenenbaum.
- Hawaii State Facilitator Evaluation Plan.
- Degree of Implementation as a Critical Variable in Program Evaluation, Robert J. Hess.
- SF Activities and Approaches to Assessing Them, Peter Treadway, RMC Research Corporation.
- On the Risk of Appraising Non-Events in Program Evaluation, W. W. Charters, Jr. and John E. Jones, Excerpt from Educational Researcher.
- New York State Facilitator Project Sample Evaluation Forms.
- Evaluation of the Implementation of a Program of Adaptive Education at the Second Grade, Gaea Leinhardt, Learning Research and Development Center, University of Pittsburgh.

- Michigan Facilitator Project Impact Evaluation Process for NDN.
- A Review of the Adoption/Adaption Process in New Hampshire: Six Case Studies, Kappa Systems, Inc., RMC Research Corp.
- Considerations in Planning for a Specific Workshop, Excerpt from Conducting Responsive Workshops, Responsive Education Program, Far West Laboratory.

4) BUILDING COLLABORATIVE RELATIONSHIPS WITH DISSEMINATION AGENCIES

As TAB Region V comprises a large geographic area with pre-existing cooperative patterns established along state and regional office configurations, efforts were made to establish working relationships with "significant dissemination actors" servicing or interacting with the TAB Region V client group.

In order to minimize duplication of services and design activities that would interface the delivery of TA with other provider groups, we felt it important to ascertain "just who was doing what, in which states, when." Several meetings were held with other dissemination agencies to begin "building bridges" and develop cooperative plans. A partial listing of meetings held during the last six-month period follows:

- N.W. Regional Exchange - Virginia Thompson - December
- N.W. Dissemination Support Services Program - Virginia Thompson - December
- N.W. TAC (Title I Assistance Center) - Joe Hanson - December
- S. W. Regional Exchange - Roger Scott - January
- ROEP IX - Carolyn Gillion, Commissioner - January
- ROEP IX - Warren Tappin, Dissemination Specialist - February
- FWL Regional Services Program - Lynn Jenks - February
- FWL RDx System Support Service - Stanley Chow - February
- ROEP VIII - Ed Larsh - February
- McREL - Ed Larsh and Larry Hutchins - February
- McREL RDx - Linda Sikorski - February

- o ROEP X - Allen Apodacka, Regional Commissioner - November
- o ROEP X - Robert Redford, Director of Dissemination - December
- o NWREL - Tom Olson, Director of Planning - December
- o RDx Executive Committee - Oct./April
- o NWREL Regional Programs - Jack Allen - November
- o SEA Dissemination Reps: WA - Jean Wyman
  ID - Charlie Brown
  OR - George Katagiri
  AK - Mary Lou Madden
  - November & December
- o Dissemination Task Force (State Capacity) - Jean Wymen - December

FUTURE IMPLICATIONS

TAB RSU V will continue major thrusts of 1) servicing subgrouping of clients, 2) continuance of individual technical assistance and 3) building cooperative relationships with regional dissemination agencies.

Strategies for accomplishing these activities will alter considerably in that a decentralized approach of two "outpost" Field Coordinating Units will be employed. Onsite needs sensing will determine the subgroupings of clients to be served. Based on need, area and regional workshop sessions will be planned and conducted.

Capacity building for TAB consultants in the area of evaluation and packaging will provide more geographically accessible and cost effective consultant help for TAB clientele still needing individualized assistance.

The three Field Coordinating Units, the Regional Exchange and the Regional Office of Education will focus on the utilization of all existing resources to more effectively provide coordinated services to NDN clientele.

APPENDIX 1

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493-3550

APR 24 1979

Joint Dissemination Review Panel Approval of Adult Basic Education Projects

Jack A. Hamilton

An Equal Opportunity Employer

Although the HEW Education Division's Joint Dissemination Review Panel (JDRP) has existed for seven years and has approved for dissemination some 200 local educational programs (U.S. Office of Education, 1978), it has passed only one Adult Basic Education Section 310 project.[1] Are good Section 310 projects really lacking, or are there so many problems inherent in evaluating these projects that it is nearly impossible to collect adequate data supporting their claims of effectiveness?

We know that one problem has been the application of standard evaluation designs to measure the effectiveness of a multitude of locally developed adult basic education projects. Another problem has been the difficulty in finding typical classes of adult basic education students whose performances could be compared with those of students participating in Section 310 projects. Still another problem has been the "open-entry, open-exit" nature of adult basic education projects which makes it very difficult to identify an on-going group of participants all of whom received the same experiences. In addition, valid and reliable instruments to measure adult basic education outcomes have not been readily available.

Although these and other problems do exist, an effort was recently undertaken to identify Section 310 projects that might have overcome such problems. It was believed that if the most successful 310 projects could be identified as well-evaluated and ultimately approved for dissemination,

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[1] For a one-page summary of this project--the University of Texas Adult Performance Level Study (APL)--, see page 6-3 in the Fall 1978 edition of Educational Programs That Work.

they could serve as guides for local education agencies seeking to adopt or adapt effective adult basic education projects.

In the fall of 1978, the U.S. Office of Education's (USOE) Division of Adult Education requested nominations of potentially exemplary Section 310 projects from Region IX State Directors for Adult Education. California responded by nominating its most promising Section 310 projects, which were then submitted to USOE for preliminary review. Four of these projects were selected by USOE for closer examination by a team of evaluation consultants and California State Department officials brought together by Regional Service Unit V of the National Diffusion Network's Technical Assistance Brokerage. Weaknesses in project evaluation designs and problems unique to adult basic education projects were identified and discussed during this session.

At the end of the session, two conclusions were reached. First, none of the projects represented at the meeting had collected the types of effectiveness data that would warrant submitting applications for JDRP approval. Second, without further efforts to build appropriate evaluation designs into Section 310 projects, there would be little hope for increasing the number of JDRP-approved adult basic education projects.[1]

The remaining portion of this paper is devoted to a summary of the basic components of the JDRP approval process including a checklist containing the key ingredients of a well-evaluated project. For more detailed guidelines on how to plan and carry out appropriate evaluation designs,

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[1]Since that meeting, the most promising of the four Section 310 projects has been selected as a pilot to be modified in its fourth year (FY 1980) to permit the implementation of an evaluation design that would meet the requirements of the JDRP.

be sure to use the JDRP Ideabook (Tallmadge, 1977) and call on the services of your State National Diffusion Network Facilitator's office.

Joint Dissemination Review Panel

The Joint Dissemination Review Panel (JDRP) was established in 1972 by the Education Division of the Department of Health, Education, and Welfare. The Panel has 22 members, eleven staff from the U.S. Office of Education and the same number from the National Institute of Education, appointed respectively by the Commissioner of Education and the Director of the Institute. Panelists are selected on the basis of their ability to analyze and understand evidence of effectiveness furnished by local project evaluation data. To ensure that panel procedures are fair, panelists are expected to base their decisions on personally unbiased and methodologically sound judgments (Evans, 1978).

As described by the Ideabook (Tallmadge, 1977), JDRP review seeks to set standards of effectiveness and documentation for educational products and programs. Before Education Division support can be provided for dissemination, suitable evidence must be provided to convince the Panel members that each of these criteria has been met or exceeded:

- The intended positive effects of the product or program were achieved, without appreciable negative side effects.
- The positive effects were measured reliably and validly and the obtained measurements were not explainable by chance.
- There is tangible evidence that the product or program actually caused the measured effects.
- The magnitude of the measured effects is educationally significant.
- The available evidence is presented in a thorough, easily interpretable, and plausible manner.
- There is a reasonable chance that the positive effects can be reproduced elsewhere.

Although initiated by local educational programs, submissions are made directly to the JDRP by the program offices in the U.S. Office of Education and the National Institute of Education, which are responsible for identifying potentially exemplary projects. Once identified, all projects must be reviewed by the program office for social fairness, factual accuracy, and evidence of effectiveness. As soon as at least three submissions have been forwarded, a quorum of nine members is convened by the Administrative Officer of the Panel, with at least four Institute members and four USOE members represented. Approximately 45 minutes is devoted to the review of each submission; a vote is taken immediately following each review with approval determined by a simple majority. Only after this review process and a positive endorsement by a majority of the Panel members present can a specific program be approved for nationwide dissemination with federal funding support.

As of October 1978, 366 local projects had submitted applications seeking JDRP approval. Approximately 57 percent (207 projects) passed.[1] Of the projects that passed, 129 are receiving dissemination funds as Developer/Demonstrators under contract with USOE's Division of Educational Replication. The major responsibility of Developer/Demonstrators is to secure the adoption of their programs in other states. At least 50 percent of the adoptions they obtain annually must occur in a state other than their own.

Preparation of Submissions to the JDRP

In the first section of the submission (ten page maximum), key

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[1] If a program does not pass but the presented evidence is substantial (though less than adequate), the JDRP may suggest another submission at a later time.

strategies that appear to be contributing to the outstanding gains of participants are described. While the Panel looks primarily at the evidence of effectiveness presented in the second half of the submission, the description of the project must be detailed enough for the Panel to readily determine which features of the project produced the impact. The second section presents evaluation evidence supporting the claim of project effectiveness, including: (1) information on the characteristics of project and comparison groups; (2) identification of instruments used to measure achievement or attitudes; and (3) results and interpretation of data analyses. The checklist on the next pages gives some essential points for adult educators to consider in planning their evaluation designs.

ADULT BASIC EDUCATION PROJECT EVALUATION CHECKLIST

Topics		Questions
Treatment		
	Objectives	1. Are objectives either explicitly stated or clearly implied?
	Procedures	2. Do project procedures represent an implementation of the project objectives?
		3. Are procedures consistently employed by staff responsible for instruction?
		4. Have procedures or project components directed at adult basic education objectives avoided confounding with nonproject components?
		5. Are the details of instructional procedures available to provide adequate descriptions of project methodology?
	Evaluation Design	6. Are adequate descriptive and statistical data characterizing the treatment group provided?
		7. Are adequate descriptive and statistical data characterizing the comparison group group specified?
		8. Are procedures for selecting the comparison group specified?
		9. Is the comparison group reasonably comparable to the treatment group?
		10. Does the comparison group use typical instructional materials and procedures?
	Measures	11. Are the measurement instruments either standardized tests or specially constructed tests with reasonable and verifiable validity and reliability data?
		12. Are the measurement instruments appropriate to evaluate the project objectives?
	Schedule	13. Are the instruments administered to treatment and comparison groups according to the same schedule and under the same conditions?

Topics	Questions
Data Processing	14. Are the classification and grouping of raw data for processing appropriate for the methods of statistical analysis used?
Statistics	15. Are the statistics and statistical analyses used appropriate to the evaluation design?
Educational Significance	16. If the performance of the treatment group is greater with respect to project objectives than would be expected for appropriate comparison groups or standards, does it clearly imply educational significance of the treatment?
Consistency of Results	17. Do the evaluation data either give promise of replication or are they verified by data from adequate replication(s) of the treatment?

References

Evans, J.W. Current JDRP Chairperson, personal correspondence, June 9, 1978.

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U.S. Office of Education. Educational Programs That Work. San Francisco, Ca.: Far West laboratory, Fall 1978.